DOCUMENT RESUME

ED 054 796 52 LI 003 071

AUTHOR Bundy, Mary Lee; Wasserman, Paul

TITLE The Academic Library Administrator and His Situation. Final Report.

INSTITUTION Maryland Univ., College Park. School of Library and Information Services.

SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.

BUREAU NO BR-7-1084

PUB DATE May 70

CONTRACT OEC-1-7-071084-5017

NOTE 122p.; (3 References)

EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTORS *Administration; *Administrator Role; *Innovation; *Librarians; Library Surveys; Public Libraries; Questionnaires; School Libraries; Special Libraries; *University Libraries

IDENTIFIERS *Librarianship

ABSTRACT

The purpose of this study is to analyze the characteristics of administrators and of the organizations and the environments in which they function in an attempt to increase understanding of the human and organizational variables which tend to spawn or to inhibit change. The instrument employed in the analysis was a mail questionnaire addressed to administrators of the four discrete types of libraries: academic library, public library, school library and special library. In this study of the academic library administrator, from a universe made up of academic institutions with student bodies of 3000 or more, a total of 161 administrators responded to the questionnaires. Full details of sample choice and design and an analysis of the sample are contained in the Appendixes of this report. It was concluded that to realistically assess the prospects for change in academic libraries is to expect only the most minimal in the way of basic modification in the foreseeable future. For there is at present no clear and unambiguous mandate for innovation which has yet captured the imagination or provoked the conscience of the administrative class in academic librarianship. (for other parts of this study see LI 003072 through LI003074) (Author/NH)

ED054796

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BR 7-1084
PA-52

Final Report

Project No. 07-1084
Contract No. OEC-1-7-071084-5017

THE ACADEMIC LIBRARY ADMINISTRATOR AND HIS SITUATION

One Part of the
Executive Study Portion
of
A Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession

by
Mary Lee Bundy
Paul Wasserman
School of Library and Information Services
University of Maryland
College Park, Maryland 20742

May 1970

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

LI 003 071

Table Of Contents

	Page
LIST OF TABLES	iii
List of Supplemental Tables	iv
PREFACE	vi
SUMMARY	1
INTRODUCTION	2
PART ONE	
THE ADMINISTRATOR AS CHANGE AGENT	
Background	6
Education	7
Work Experience	9
Professional Orientation and Activity	10
Career Choice and Career Satisfaction	13
Role Expectations	14
Job Satisfactions	15
Frustrations and Dissatisfactions	15
Present Mobility	15
Change Attitudes	17
The Need For Change	18
Satisfaction With The Status Quo	22
Change Possibilities	29
Service Commitments	35
PART TWO	
THE SITUATION OF THE LIBRARY ADMINISTRATOR	
The Library's Community	36
The Nature of Academic Library Service	38
Change in Academic Libraries	40
Internal Change Factors	46
Personnel	46
Organizational Relationships	49
Formal Organization for Change	53
External Change Factors	55
External Relationships	55
Client Demands	56
Administrative Support	60
The Library Administrator in his Situation	61
CONCLUSIONS	66
SAMPLE DESIGN AND SAMPLE RETURNS	71
SUPPLEMENTAL TABLES	75
QUESTIONNAIRE	89

List of Tables

Table		Page
1.	Years in Present Position	6
2.	Father's Occupation	6
3.	Nature of Library Education	7
4.	Library School Attendance	8
5.	Number of Libraries Worked in (Academic and Non-Academic)	9
6.	Total Number of Professional Organizations Listed (Library and Non-Library)	10
7.	Nature of Organizational Participation	11
8.	Membership in National Professional Associations	11
9.	Relative Importance of Professional Sources	12
10.	Time of Choice to Become a Librarian	13
11.	Reasons for Choice to Become a Librarian	13
12.	Interest in Making a Position Change	16
13.	Type of Institution	36
14.	Enrollments, Fall 1967	37
15.	Institutional Income	37
16.	Reference Services	38
17.	Services to Users	39
18.	Organization of Library Services	39
19.	Major Changes in Respondents' Libraries From 1965 to 1969	41
20.	Types of Automation	44
21.	Use of Computerization	44
22.	Advantages of Interlibrary Cooperation	45
23.	Proportion of Male Professionals	46
24.	Proportion of Staff Who Have Been With the Library More Than Ten Years	46
25.	Proportion of Staff Who Have Been With the Library Less Than Five Years	47
26.	Distribution of Social Science Master's Degree	47
27.	Distribution of Science and Technology Master's Degrees	48
28.	Type of Program Attended by Staff	49
29.	Status of Librarians	50
30.	Decision Making Practices	51
31.	Conflict in Libraries	51
32.	Staff Attitudes Toward Change	53
33.	Types of Information Regularly Collected and Analyzed	54
34.	Administrator's Perception of External Demands on the Library	57
35.	Administrators' Perception of Faculty Pressures on the Library	58

Table | Page

36. Administrators' Perception of Student Pressures on the Library 59
37. Student Popular Expression or Demonstration in the Last Year 59
38. Library Support 60
39. Administrator's Satisfaction with Rate of Change in his Library 61
40. Administrators' Views of the Desirability of Various Change Strategies 65

List of Tables for Sample Design and Returns

41. College and University Libraries Sampling Scheme 71
42. Comparison of Original Universe and Final Sample by Control of Institution 72
43. Comparison of Original Universe and Final Sample by Category of Institution 72
44. Comparison of Original Universe and Final Sample by Census Region 73
45. Comparison of Selected Sample and Final Sample on Sex of Respondents 73
46. Comparison of Selected Sample and Final Sample on Age of Respondents 74

List of Supplemental Tables

Background and Career of Academic Library Administrators

47. Marital Status 75
48. Occupation of Wife 75
49. Wife Working at Present Time 75
50. Place of Birth 76
51. Place Most High School Years Spent 76
52. Father's Occupation: Professional, Technical and Kindred Workers Only 77
53. Father's Occupation: Managers, Officials and Proprietors (except farm) Only 77
54. Father's Education 77
55. Mother's Education 78
56. Undergraduate Subject Major 78
57. Control of Institution From Which First College Degree Was Received 78
58. Type of Institution From Which First College Degree Was Received 78

Table | Page

59. Proximity of First College Degree Institution To Place of High School Years 79
60. Year First College Degree Was Received 79
61. Year Formal Library Education Completed 79
62. Response To: "What Type of Librarian Did You Expect To Be Originally?"..... 80
63. Response To: "At What Point Did You Decide To Go Into Administration?"..... 80
64. Response To: "If You Could Do Things Over, Do You Think You Would Choose Librarianship Again?".... 80
65. Response To: "If You Were Asked In Some Formal Place, Such As In A Passport Application, To Name Your Occupation, What Would You Give?"..... 81
66. Response to: "Ideally, What Would You Like To Be Doing Five Years From Now?"..... 81

Professional and Administrative Issues

67. Response To: "This Part Consists of Statements Which Have Been Made In The Library Literature And Elsewhere. Please Give Us Your General Reaction To Them By Indicating Whether You Tend To Agree Or Disagree."..... 82-84

Institutional Data

68. Location of Institution 85
69. Proximity of Institution to Place Respondent Spent High School Years 85
70. Number of Faculty, 1967 85
71. Number of Volumes in the Library Collection 86
72. Total Acquisitions Budget, 1967-68..... 86
73. Response To: "Has There Been Any Recent Dissatisfaction On The Part Of The Staff With Regard To Their Status?"..... 86
74. Response To: "If Yes, Please Explain (Any Recent Dissatisfaction On The Part Of the Staff With Regard To Their Status)." 86
75. Response To: "To Whom Do You Report?"..... 87
76. Response To: Please Give Me "The Library Operations If Any, You Have Automated" and "What Plans Do You Have For Automation In The Future?"..... 88
77. Respondents' Report of Regional Or National Cooperative Programs In Which Their Libraries Are Members 88

PREFACE

This report has its antecedents deeper in the past than the time of the present study. It grows out of work in which the two principal investigators were interested when both were at other universities and engaged in pursuits different from their present responsibilities. That was almost a decade ago. It was a time when considerable research attention was being focused upon the comparative characteristics of the administrative class in a number of professions. It seemed then that to improve librarianship's capacity to understand more clearly the nature of its administrative class it would be advantageous to collect statistical data which would reveal the characteristics of those who then were playing leadership roles in librarianship and to compare them with their counterparts in other disciplines. What seemed important then was to obtain a clear picture of library administrators, for that was a time when the library organization and the practice of its administrators were not yet perceived in the context of a changing panorama of institutional strivings and organizational dynamics.

Because resources for intellectual exploration in librarianship were more difficult of access than they have since become, the earlier study design remained a proposal; work was held in abeyance on this project for a period of years until the summer of 1967 when the University of Maryland assumed responsibility for the conduct of a broad-scale study of manpower concerns in the profession. What had changed during the elapsed time interval was the perspective of the investigators, not only of the structure of librarianship, but of its need for a fundamental reorientation. Under these terms, a profile of the characteristics of library leadership was seen to be neither germane nor of serious interest unless the administrators could be understood in the framework of their responsiveness to adapting the commitments of their organizations in an institutional culture widely characterized by a striving for variation, adaptation, and innovative advance.

It was against such a backdrop that the present research was designed. This study was an attempt to understand and if possible to explain the nature of the senior administrator in libraries of the major types. In order to do so, a mélange of of factors including personal history and attitudes, administrator perception of basic administrative and professional issues, the record of adaptation in their individual organizations, and the nature of their organizations' characteristics were all seen as elements relating to change propensity or disposition. For the motif of change is the cutting edge of the present analysis, and it is this issue which underlies the rationale and the strategy for the research enterprise which is detailed hereafter.

SUMMARY

The purpose of the present study was to analyze the characteristics of administrators and of the organizations and the environments in which they function in an attempt to increase understanding of the human and organizational variables which tend to spawn or to inhibit change. The main target of the research was the administrator, since, by virtue of the potential inherent in his leadership role, his capacity to catalyze or repel adaptation and variation is seen as a powerful influence upon institutional efforts in librarianship to be adaptive and innovative.

The instrument employed in the analysis was a mail questionnaire addressed to administrators of the four discrete types of libraries: academic library, public library, school library and special library. The sample included only the chief administrator in organizations of each type, but the size of the organizations included was biased so as to include only the larger and more complex organizations of each type.

In the present study of the academic library administrator, from a universe made up of academic institutions with student bodies of 3000 or more, a total of 161 administrators responded to the questionnaires out of the 198 to whom questionnaires were sent (for a response rate of eighty-one percent). Full details of sample choice and design and an analysis of the sample are contained in the Appendixes of this report.

Because the study sought to extend beyond simply accumulating descriptive details on human beings and institutions, issues reflective of propensities to adapt or to innovate were tested through a range of questions relating to background data on education, career, and professional activities of the administrators to their views of administrative and professional issues, to factual evidence of their libraries' recent experience along a continuum of change, and to institutional characteristics of support, staffing and environmental factors expected to relate to the capacity of the organizations to be adaptive. A primary concern was to discern where and how and whether change was taking place in the organizations, and insofar as possible, to perceive the degree and the mechanisms by which the librarians who responded to the study instruments provided impetus for such change. It was concluded that to realistically assess the prospects for change in academic libraries is to expect only the most minimal in the way of basic modification in the foreseeable future. For there is at present no clear and unambiguous mandate for innovation which has yet captured the imagination or provoked the conscience of the administrative class in academic librarianship.

INTRODUCTION

The strategy of this study sought to perceive the intellectual and psychological attitudes of administrators, their own personal aspirations and value expectations, their disposition with regard to the need for change and their estimate of conditions needed in general as prelude to change, since it is as a consequence of their values and their perceptions that change in their organizations may be significantly impeded or facilitated.

Not only did we attempt to elicit from the administrators their expectations of change progress and of the organizational conditions and constraints relating to such capacity, but also to understand what the rate of change in their organization actually is. We have sought to understand how strongly the administrators see implicit in their role that of fostering and facilitating change. And we have sought to understand the composition and the characteristics of the administrative class in librarianship in order to perceive more clearly whether such factors as age, educational background and orientation, length of time in a responsible administrative post, effects of lateral and vertical career movements, have a bearing upon the propensity for library administrators to serve as leaders for change. Because we were concerned with environmental factors as salient conditioning elements in the change process, we also attempted to determine what kinds of organizational and institutional contexts may be seen as more or less facilitating of the change capacity of the library and of the librarian.

It should be clear that in order to understand the capacity of librarianship to be adaptive, many alternative methods might have been employed. Inherent in the design of this effort has been the hypothesis that a crucial ingredient in the capacity of librarianship to be adaptive relates to the leadership potential of its administrative class. Under these terms it should be clear that what we have dealt with were very subtle and elusive factors not always easily amenable to precise measurement. Moreover, questions have been put to respondents in such a form as to render impossible the kind of personal probing and detailed analysis of issues which might have been possible in the case of an interview study sequence.

The decision to use the questionnaire was based on the desire to collect quantifiable and comparable data. The decision to distribute it by mail was made in the interests of time and economy. The advantage of this form of distribution is that all respondents are presented the same stimuli without any

possible interviewer bias. The potential disadvantage, bias introduced because of nonrespondents, appears to have been overcome.

Questions arise as to how frank respondents are, particularly since their institutions are identified by them. Every effort was made not to bias answers by "loaded" questions, nor were areas explored which were deemed to be violating the privacy of an individual or which might put him in a position of presenting information so as to reflect poorly on himself. From prior experience and preliminary interviews, the investigators believe that the respondents answered honestly. While space did not always allow a full or in-depth expression of feelings, respondents' statements are believed to represent their attitudes on the issues raised.

While the questionnaire was administered to different administrator audiences, the basic strategy remained comparable with only such adaptation and modification as was needed in order to take into account the differences in the characteristics of the several library organizational forms, the principal issues underlying change commitments of administrators in these variable settings, and details regarding the characteristics of the organizations which these different types of library administrators represented. The study instrument was divided into four principal parts. The first section treated the background and career characteristics of the respondents. Here, the attempt was to collect information so that the administrators could be profiled with regard to their sexual composition, their age, family status, personal career history, educational preparation, work experience in and out of libraries, career choice factors, expectations and aspirations, information about their view of administrative roles and responsibilities, perceptions of personal goals in administration and of library work roles, nature or professional associations, satisfactions and dissatisfactions and real and potential mobility patterns in their personal careers.

The second section of the study questionnaire treated professional and administrative issues, with the objective to discern the change disposition of the respondent. Here the emphasis was upon perceiving the way in which respondents recognized the extent to which librarianship and their libraries were in need of modification and adaptation as a function of their own value orientation. Their views were sought with regard to a whole range of factors ranging across a wide continuum from education for librarianship through the role of professional organizations, the characteristics needed in new recruits to

librarianship, the union phenomenon, the responses of libraries to different constituencies, to the real and potential impact of network and regional arrangements.

The third section of the questionnaire sought in its overall design to accumulate information about the actual adaptations and modifications which had and were being made in the libraries represented by the administrators responding to the questionnaire. Here there was provided an opportunity for each respondent to explain in detail the specific nature of the change situation in his own organization and to categorize the relative importance of such changes in relation to the satisfaction of the administrator and of the staff with the rate of change and the progress of change in the organization. In addition the administrator was invited to suggest here where further variation and adaptation might be expected to take place in the organization, what types of modification were actively being furthered and what were the prospects for realizing such aspirations in the future.

The last section of the questionnaire elicited details relating to the characteristics of the libraries included in the sample. Here were included details of size and growth and emphases within the organizations, the nature of particular services, staff organization and structure and arrangements relationships with governing bodies and constituencies, and of other factors seen as related to the capacity of the organization to be adaptive. The purpose here was to understand the organizational and environmental setting within which the administrator functioned as one factor in the equation relating to the capacity of the administrator to lead the organization in the direction of change.

PART ONE

THE ADMINISTRATOR AS CHANGE AGENT

In examining the library administrator in a change context, a wide range of personal characteristics and attitudes were explored. It was hypothesized that his position with regard to change in the field could be explained in part by his background and experience including his social origins, his education, and his career experience as well as by his current professional activity. Insight into the administrator as a change agent was also expected to come from understanding his career aspirations and his job satisfactions and dissatisfactions. In addition to this indirect evidence, the analysis probed his attitudes on a range of change related issues. In combination, these findings permit generalizations about the prospects that this particular administrative group will influence change in the field in the years ahead.

It is reasonable to suggest that it is the younger administrator rather than the older more settled individual who is more likely to introduce and influence change. It is therefore significant that at the time of this study only 2% of academic library administrators are under 35 years of age. Between ages 35 and 50 fall 44% of the group, while 43% gave their age as over 50. Of this executive group 89% are men.

The number of years an individual has been in his job role can also be expected to influence his attitude toward making changes, if one assumes that the administrator new to a situation is more likely to initiate change. The administrators in this group, as shown in the following table, are divided between those who are relative "newcomers" to their present role and those who have been in their present position for some time. This is an important characteristic to have in mind when reviewing the background and attitudes of this group.

Table 1

Years in Present Position

	Percent
Less than one year	5
1 - 5 years	44
6 - 10 years	15
11 - 15 years	15
16 - 20 years	9
21 - 25 years	10
26 years and over	3

Background

The social origins of the academic administrator, as shown in Table 2, are largely professional and managerial, although close to one-quarter of them have fathers in the blue collar (skilled and unskilled laborer) occupations, and farm background is represented. Of their fathers 27% have college education.

Table 2

Father's Occupation

	Percent
Managers, officials and proprietors (except farm)	26
Professional, technical and kindred workers	20
Craftsmen, foremen and kindred workers	16
Farmers and farm managers	13
Sales workers	8
Clerical and kindred workers	6
Operatives and kindred workers	5
Service workers (except private household)	3
Laborers (except farm and mine)	1
No response	2

There is a wide distribution among this group with regard to place of birth and place "where most high school years were spent," with no one section of the United States predominant.*

Education

The academic administrator does begin to take on distinctive characteristics with his education. Of the group 60% have undergraduate degrees in one of the fields of the humanities, while only 7% have degrees in science. They are also alike with respect to the type of institution they attended for their undergraduate work with 71% being university educated. Of the 70% who have done at least some advanced work in a subject field, 55% have concentrated on the humanities, 24% on education, 14% on the social sciences, and less than 1% on one of the sciences. Of the group 15% have a Ph.D. in a subject field. Ninety-five percent of the respondent group have formal library education as described in Table 3.

Table 3

Nature of Library Education

	Percent
Undergraduate minor in library science	7
Fifth year Bachelors in library science	37
Masters degree in library science	61
Ph.D. in library science	11
Certificate	3
Other	5
No response	4

*For additional data regarding the personal background and characteristics of the administrators, see Supplemental Tables in the Appendixes.

Thirty library schools are represented by the academic library administrator group, no one school dominating, although as shown in Table 4, Columbia, Chicago, Michigan, and Illinois together account for over 40% of the group.

Table 4

Library School Attendance

	Percent
Columbia University	13
University of Chicago	11
University of Michigan	9
University of Illinois	9
University of Southern California	5
University of Denver	5
Florida State University	4
University of North Carolina	3
Catholic University of America	3
University of Oklahoma	3
Simmons College	3
University of Washington	3
University of Minnesota	2
Indiana University	2
University of California at Berkeley	2
George Peabody College for Teachers	2
Drexel Institute of Technology	2
Kent State University	2
Atlanta University	1
Syracuse University	1
Texas Woman's University	1
University of Oregon	1
Rutgers University	1
Emory University	1
University of Kentucky	1
Other schools	5
No response	5

Work Experience

The administrator's work experience, library and nonlibrary, was also analyzed. In looking at his library career the investigators asked, has he worked in more than one type of library? Has his experience been limited to a single library? As shown in Table 5 very few administrators have worked in only one library. While only 17% have worked in six or more libraries, only 28% have worked in only one or two libraries.

Table 5

Number of Libraries Worked in (Academic and Non-Academic)

Number	Percent
1	10
2	18
3	24
4	14
5	15
6	11
7	4
8	1
More than 8	1
No response	2

This group is fairly evenly divided with regard to their working experience in other than academic libraries. While 47% reported working in other types of libraries, 49% specified that they had not. Of the group with other than academic experience, 44% have public library experience, 42% have worked in school libraries, and 31% have special library experience.

General information was also collected about the administrators' nonlibrary occupational background. The findings indicate that although some administrators have had business, government,and other professional work experiences, teaching is the occupation from which the largest number were drawn. Military service was reported by 29%.

Professional Orientation and Activity

Studies of other occupational groups suggest that people who are active professionally outside their immediate situation are more likely to be change oriented than those who are not. An effort was therefore made to ascertain how "cosmopolitan" the academic library administrator is in terms of his organizational affiliations and participation, and also to determine the character of his other professional activities. Over three-fourths of the respondent group are members of at least three professional organizations.

Table 6

Total Number of Professional Organizations Listed (Library and Non-Library)

Number	Percent
1	3
2	14
3	19
4	20
5	21
6	7
7	6
8	5
9 and over	1
No response	4

A measure of the extent of organizational participation was obtained by assigning a number of cumulative "points" for membership, attendance at meetings, current committee work, and recent service as an officer.* The results of this rough weighting, as shown in Table 7, demonstrate a considerable range of participation within the group.

*One point was assigned for membership; three points for attendance at meetings; four points for current committee work; five points for service as an officer within the last five years.

Table 7

Nature of Organizational Participation

	Percent
Low (0 - 14 points)	36
Medium (15 - 27)	40
High (28 and over)	20
No response	4

Although 85% belong to their local or regional library associations, national organizational affiliation is perhaps more indicative of the breadth of the administrators' interests. As Table 8 shows, while three out of four are members of the American Library Association, less than 10% belong to any other library or information organization.

Table 8

Membership in National Professional Associations

	Percent
American Library Association	78
American Association of University Professors	26
National Education Association	9
Special Libraries Association	9
Association of Research Libraries	9
Association of College and Research Libraries	6*
American Society for Information Science	6
Bibliographic Society of America	5
Catholic Library Association	4
Society for American Archivists	1
No response	4

*Membership is undoubtedly higher, since it is likely that many did not include ACRL due to its status as a subdivision of ALA.

With respect to other professional activities, 55% of the administrators reported participation in regional planning efforts, 45% have contributed to the literature, and 43% have conducted surveys or studies of other libraries. Additional activities named include teaching, lecturing, and advisory or consulting work.

The study sought also to determine the chief sources to which administrators turn for ideas and for professional stimulation. Respondents were asked to rank a number of likely sources in order of relative importance to them. The following rank order emerged.

Table 9

Relative Importance of Professional Sources

	Rank Order
Other librarians	1
Professional library journals and other literature	2
Librarians on your staff	3
Library meetings	4
Special institutes and conferences	5
People outside the library field	6
Literature outside librarianship	7

By far the most frequently mentioned types of people outside the library field were faculty members from a variety of disciplines with university administrators and businessmen as the next two largest groups cited. The fields of literature named were primarily management and administration, education, and one or another of the humanities.

Career Choice and Career Satisfaction

While an appreciable number of administrators apparently made the choice to be a librarian while still in school, for more than one-third this choice was made at some later point.

Table 10

Time of Choice to Become a Librarian

	Percent
During high school or before	5
As an undergraduate	31
During graduate school	7
While working in a library or library connected activity	16
While engaged in another career or occupation	34
After military service	2
Other	3
No response	2

For many administrators a liking for books and the influence of a librarian were major factors in making the decision to become a librarian.

Table 11

Reasons for Choice to Become a Librarian

	Percent
I was influenced by a librarian I knew	50
I always liked books	38
As a result of vocational counseling	6
A member of my family was a librarian	4
Other factors	44
No response	2

Other factors named include experience in working in a library, economic factors, negative reactions to another field, a job opportunity that presented itself, and informal advice.

A variety of answers was received in answer to, "What type of librarian did you expect to be originally?" Almost half did specify an early interest in academic librarianship while only a small percent apparently began with an interest in any other type of library. Library school does not appear to have been a major influence on career choices. Of the group 71% said their interests were not in any way influenced during library education.

Academic library administrators seem predominantly satisfied with their career choice, for 79% indicated that if they could do it over they would choose librarianship again. As a group they tend to think of themselves not as administrators, but as belonging to the occupation of librarianship. In answer to a question as to how they would name their occupation formally, 86% responded with "librarian," while only 9% included the word "administrator."

Their administrative orientations do not seem as deeply rooted. Only one-third report that they planned to go into administration from the beginning. They never consciously decided to become an administrator say 40%; it just happened. Further,41% have seriously considered getting out of library administration. Of this group 40% would return to professional work, 35% would go into library school teaching and 15% have considered the possibilities in library related fields such as publishing. Leaving librarianship altogether was considered by 32% who mention teaching in another subject field or careers in university administration or business as alternatives to their present occupations.

Role Expectations

In response to a question asking the administrators to characterize their responsibilities, administrators mentioned most frequently the building of book collections and the development of their staffs. Selection of personnel and relations with faculty and administration were next most prominently mentioned. A range of factors all of which relate to leadership functions including mention of policy formulation, building stronger organizations, and influencing needed change were specified. Physical plant and improved services received mention, while budget and funding responsibilities were also identified. Automation, efficiency,and the grooming of successors received slight mention, while improved relations with and service to

students was only a negligibly described characteristic. Generally the response supports the hypothesis that administrators tend to view themselves basically as carrying out traditional roles and responsibilities of maintenance and improvement of the academic library.

Job Satisfactions

In important measure satisfactions for the administrators correspond with their views of their responsibilities, except that working in the academic environment with faculty and students surpasses the pleasure of book collection and staff development and relations somewhat. The interactions with colleagues and students were mentioned most prominently, followed by book collection building and staff development. Mentioned with less frequency were the pleasure of building and physical plant growth. The attraction of increased support for programs and services, the satisfaction of managerial and organizational responsibilities, the respect of the institution's administration and opportunities for personal growth and increased incentives were also identified in a few instances.

Frustrations and Dissatisfactions

The predominant dissatisfaction expressed was that of budgetary limitations. Almost of equal concern were problems of attracting and retaining competent personnel, and to a lesser extent personnel problems with library staff members. Faculty relations and difficulties with administrative officers of the institution were next in order of frequency of mention with lack of understanding of the library and its needs on the part of the faculty expressed. Frustrations with bureaucratic procedures both within the library and the institution, particularly with regard to personnel and financial policies and procedures, were specified. Building and space problems ranked next in frequency of mention. Little mention was made of personal problems or inadequacies, while pressures on their time did receive modest mention.

Present Mobility

In attempting to influence change in his situation, the library administrator is at a considerable disadvantage if he is not prepared if necessary to make a move. Conversely, if factors other than professional loom too large in making job choices administrators may limit the degree to which they can take

advantage of challenging opportunities as they arise. Responses to the question, "Which of the following best describes how you feel about making a job change in the near future?" suggest that this group is fairly evenly divided between being prepared to move and being settled-in locally.

Table 12

Interest in Making a Position Change

	Percent
I am pretty well settled where I am. I do not anticipate a change.	40
While I am not actively seeking a change, I am interested in openings which occur and would certainly be prepared to change if the right opportunity came along.	35
I have only recently taken this position and therefore do not anticipate a move in the near future.	16
I am actively interested in making a change.	6
I am about to retire	2
No response	1

Another gauge of his mobility can be extracted from his response to, "Ideally, what would you like to be doing five years from now?" Answers suggesting that they would like to be in the same library were given by 48% of the respondents. (Many added provisos such as given better library support and facilities or better personal rewards.) An additional 30% indicated that they would hope to be elsewhere, while 18% look forward to retirement by this time. Those who would be elsewhere were divided between interest in another library position and interest in allied library work, primarily teaching in a library school or consulting.

What factors enter into a decision to stay or to move? Those who explained their reason for staying suggest that satisfaction with their present job, defined as enjoying the job or valuing its continued challenge, ranks highest. The second factor is impending retirement followed by climate and other living conditions, and salary and other employment benefits.

Other personal commitments and ties were mentioned, such as property ownership, friends, family ties, wife or husband working, children in school, or personal health. Positive aspects of specific job situations were mentioned such as staff relationships, respect from faculty and administration, and the opportunity to work with good faculty and students.

In those instances where respondents detailed the conditions which might influence them to accept a different post, the paramount conditions specified were almost equally salary incentives, geographic and climatic conditions, and greater challenge or responsibility. Of lesser importance but still an appreciable scale of response was the caliber of the inviting institution. Lesser numbers of respondents identified support for library programs, a sympathetic administration, enhanced status and the chance to teach or write as key factors which might influence their decision to move. In only one or two instances were less pressure in the role and the fact that they had made as much contribution to the existing library as they could, given as bases for accepting a new position.

Change Attitudes

A series of both closed and open-end questions probed the attitude of administrators toward the need for change in librarianship. In particular their estimate as to whether the academic library is meeting the needs of its community was sought, being considered to be the primary incentive for change. Other dimensions of the administrator's change propensity explored included his satisfaction with the status quo of the field based upon assessments of such factors as the professional schools, the process of advancement in the field, and the types of people entering the field.

Individuals may, of course, favor one type of change while being opposed to another. Indeed, there is every evidence to suggest that people tolerate change which does not upset or threaten their most cherished values while they consciously or unconsciously resist changes which do. For this reason attitudes toward specific change possibilities including automation, information retrieval and interlibrary cooperation were examined separately.

The investigators believe that the most significant factor in deciding the future of the academic library is the issue of its passive-active orientation. They therefore inserted questions throughout the questionnaire to obtain evidence as to whether or

not the present academic administrative class looks to the library's becoming a dynamic agency with a central responsibility for information dissemination.

THE NEED FOR CHANGE. Answers to "Agree-Disagree" questions which explored the need for change generally present somewhat contradictory evidence. Here 65% disagreed that "Libraries have simply failed to respond to changing times and changing needs." On the other hand, over one-half agreed with the statement, "If academic libraries don't get with it other agencies will come along to do their job." They were divided on "While it is true libraries need to change, change is well underway and will come about naturally." Two-thirds feel that "Those coming into the profession ought to be prepared to learn before they suggest changes."

The issue of whether the academic library is by and large failing to meet the needs of its community is obviously a sensitive one for this group and only a minority was prepared to say that this charge is true. The majority either challenged it, or agreed that the failure, if there is one, lies with the academic community and/or with academic administrations.

Among the comments of those who disagree were the following statements:

> Does not seem to agree with my experience--faculty members, accreditation teams, and administrators where I have worked do not agree.
>
> If failing means not having every bit of material on hand or every scrap of information at one's fingertips, then there is failure. If it means meeting the needs by leading the patron through education to the source of information and assisting him to identify and locate items, then we haven't failed so miserably. Judging from the heterogeneity of our clientele and the varying degrees of need from the universality of knowledge, we have done fairly well. There's more to do, of course, but academic libraries certainly aren't miserable failures.
>
> Disagree. I think we are coming closer than we get credit for--perhaps 75 - 80%.

Some of those who talked about the academic community made the following remarks:

> Ridiculous. Academic libraries are far better than their use warrants. Too many people in the academic community (1) don't use the library (2) don't know how to use the library (3) refuse to learn how to use the library when the opportunity is offered.
>
> The academic community seems lacking in any real consensus of what it needs and desires in the way of library service. Until more is known about this, efforts at evaluation are rather pointless.
>
> Some scientists who grow up thinking of someone's widowed aunt or the secretary to the chairman of the geology department as "librarian" seem to seek out by-pass devices around the library, but for the most part I feel that good academic library service is appreciated by scholarship.
>
> In most academic institutions today, there is much confusion. Where is the institution going? What are the cases of this or that department? We can meet the needs better of the academic community when the academic community settles down to a more disciplined, objective, and sophisticated existence.
>
> If the library is not meeting the needs of the academic community, in most cases it is because the academic community has not made known its needs. Lack of planning on the part of the community is often the reason libraries seem not to be adequate.

While those who see the problem in support terms suggest:

> The academic community gets what it wants from the library. Where there is outstanding support of the library and careful attention to library staffing on the part of the administration, the community will get the service it wants. Criticism of the library has always been a popular sport, and a low level of criticism of necessary library restrictions will always be with us.

> In the instances I know this to be true, either the administrator is not tuned into the needs of the college or there are not enough funds available.
>
> If this is so, it is because the community has not given the library the quantity or the quality of support it needs. Administrators tend to see the library as a bottomless pit and devoutly wish the library would stop its insatiable demands for funds and space. They fail to see the benefits of a fine library. They also fail to realize that one can run an efficient library, but it will never be a cheap operation.
>
> In most instances with which I am familiar, the librarian is more innovative than the faculty at large and desires to provide services at a higher level than the institution is willing to support.

Those who spoke of failure spoke in ways generally uncommon for the academic library administrator:

> The information explosion has indeed made it difficult for even the largest and richest academic libraries to meet the increasingly specialized needs of the academic community. The only solution it seems to me are much more effective interlibrary cooperation and a much greater use of computer-type facilities for processing and information retrieval. The situation is not hopeless, but the solution will require a great deal of work on the part of the librarian and a great deal of money.
>
> I feel that the library profession has not kept up with the changing needs of the academic communities it serves. Collections of books and other materials are not enough; the development of services related to collections and to the needs of patrons has not been rapid enough as it should be in this fast changing world. Some librarians excuse the lack on the basis of inadequate financing--my own feeling is that the lack is more properly the result of deficient imagination and courage to experiment.

The services have become too depersonalized and too much "you come to me" to meet most needs.

We have probably always kidded ourselves about how much service we give the academic community. Most libraries serve not more than 10% of the faculty and something less than 20% of the student body. One can argue that these people constitute the important segment. Certainly they are not most vociferous in arguing for specialized service. There will need to be a radical orientation of large university library systems to "service" as opposed to collections in the next decade. As funds get tighter, some facilities with large enrollments will want to know why 10% of the book budget is being spent on Hindi or some other exotic language when their students can't get to a basic encyclopedia or other basic text or journal and they will be right.

This is true if "needs" are defined as "expectations." The academic community expects and demands services that libraries cannot supply and will not be able to supply without massive expenditures, etc., the kind of service a special librarian provides on a highly personalized basis, immediate access to all relevant materials. Some may seem unreasonable, but not to the professor or student.

In large academic libraries I think the undergraduate is probably the most neglected. I think that librarians should provide part of the dialogue that the best students are seeking. It is tragic that the average librarian limits himself to the routine service because he is afraid that to do more would establish a precedent.

SATISFACTION WITH THE STATUS QUO. When the attitudes of administrators toward various aspects of the status quo of librarianship are examined, the administrators emerge as a largely conforming, certainly not dissident group. Of the respondents 87% agree that "Despite other factors, advancement in most libraries still depends largely on ability." Only 19% believe that "Getting ahead in this profession depends on knowing the right people." Less than one-third agree that "The leadership in this profession is by and large conservative and largely concerned with protecting the status quo." While 59% do think that "Librarians in general are far too timid and passive," 60% believe that "Librarians have accepted low salaries far too long." They see the situation of the library administrator as one he can influence since 92% disagree with the statement "There is probably not much the average library administrator can do to effect change much one way or another." Yet almost two-thirds also agree that "Little can be done to effect major change in libraries until those who control the funds are educated to the value of the library."

While many made favorable comments about library education in response to the statement "Library education has come in for criticism regarding whether it is meeting the real needs and problems of the field. What is your assessment?" the general climate of feeling among this group is a critical one. Some do feel:

> Library education does a commendable job in relation to its limited support and diverse objectives.
>
> The recent graduates we have employed seem to be well prepared for their jobs.
>
> The better library schools are constantly evaluating their programs to meet the real (not imagined) needs of the profession. They are leading, not merely reacting. The one great strength in our profession is the quality and leadership of the better library schools.

Many confined their comments to suggestions on needed content; primarily they are asking for instruction to be given in the newer technology and in management science, but also in multi-media approaches and information retrieval, while a very few are concerned with social issues:

> Greater attention is needed in regard to the impact of changing cultural, social, and economic patterns on the goals of library science.

There are many pragmatists among the respondents:

> I think it is mostly off in an ivory tower with very little true understanding of the practical library world.
>
> It has discarded the practical aspects of education for librarianship and substituted the high sounding jargon of information science.
>
> People are teaching in some schools who could not hold down a job in a library where they would have to face up to the realities of practicing their profession. If the schools are not brought under control from the field, they will ruin the profession.

Even more respondents commented on the low level of the programs:

> Most library graduate education programs are not as a rule graduate level. Many turning out poorly prepared technicians not on a par with products of most university graduate schools.
>
> I have always felt that the fifth year degree was largely lacking in substance and that its chief value lay in its providing a kind of fraternal hazing which was helpful in establishing an esprit de corps.
>
> Much of what is taught is insulting to many intelligent candidates for the M.S. degree.

Library school teachers were also the target of criticism:

> The teachers represent collectively the worst teaching that can be experienced.
>
> The basic problem is lack of really competent faculty. This is beginning to change now that more realistic salaries are being used to attract good faculty members. Formerly there was little incentive for a first class mind to go into library education.

> The system of instruction is archaic, the grading is ridiculous, the professors are over-committed. There is little first class research, the publications are uneven at best. . . . The same old pragmatism of another era still abounds and until a self-regulating association asserts itself, it appears that little will change. There are a handful of five or six schools that are respectable and the rest are "glorified" training institutions of the nineteenth century normal schools for teachers type.

In response to a question about attitudes toward the American Library Association, "In recent months there has been open criticism of the American Library Association in its leadership role. Please give us any comments you care to make on this issue." attitudes were highly variable. Some were ardent defenders:

> For so vast an organization and one which embraces so many fields within the profession, A.L.A. does better than might reasonably be expected.

> I think it is part of the general lashing out at the Establishment, because it is fashionable and permitted. A.L.A. will change, will weather the criticisms.

> There will always be criticism of leadership. Frankly I would prefer to see those most vocal offer more of their own time to voluntary work for the organization.

> This is ill-founded and is often voiced by young impatient newcomers who have not really studied the literature to know what differences are evident in libraries,library services and personnel in 1930's vis-a-vis 1960's. Nor do they understand A.L.A.'s role in bringing about federal legislation and the resulting benefit from it.

> The recent leadership is well qualified to direct the Association affairs and, if supported, will move the entire organization ahead at a satisfactory pace.

> I think society is going through a brief bluster of activism which will soon blow over; meanwhile, the A.L.A. together with the rest of the "establishment" will be shot at occasionally. The A.L.A. for my money is furnishing superb leadership.

> When we criticize A.L.A. we are really criticizing ourselves--the members of A.L.A. I think that A.L.A. has done a great job in fostering federal support for libraries, in publishing pertinent materials about the operation of libraries, in sponsoring better salaries and other benefits for librarians,in trying to improve the efficiency of the librarian through workshops and conferences. Librarians need to take a good look at themselves to see if they are making proper use of the things that A.L.A. has to offer.

However, more than twice as many respondents were critical as were favorably inclined toward the Association. The Association leadership was singled out for strong criticism:

> I was unaware that the A.L.A. has a leadership role. Like many "learned societies" it exists to provide jobs for the secretariat and ego gratification for those unable to achieve it in more important activities. The few able men and women who do become president are helpless to change anything.

> The A.L.A. is a corporation run by a few professional association people who manage to keep each other in control. It is not responsive to the will of the membership. Its voice is the voice of the few who exercise control. The latter are more concerned with maintaining the status quo than in meeting issues. The Association is over-organized, dabbling in everything, but accomplishing very little. It would do well to establish priorities, objectively seek out competent people, attack problems on a narrower front, but with more muscle. At least half the A.L.A. committee could probably be disbanded and never missed. Unless, of course, they are an end in themselves.

> Leadership rests in the hands of a few tired leaders with little opportunity for involvement for most leaders.

> The American Library Association leaders are too interested in the status quo, and do not want to take an honest and courageous stand in trying to help the library profession.

> It has been rotten and shot full of politics ever since I have belonged.

Size and cumbersomeness were particularly mentioned as explaining its leadership problems:

> It is too large, bureaucratic, verbose and unresponsive, but if it didn't exist we would have to reinvent it. Its only real justification is our need to speak nationally with some kind of united voice.

> The A.L.A. is too large, too top heavy with administrators, too concerned with itself per se than with interests of members. Although I am a life member, I do not insist anymore on having my staff join A.L.A. as I did at one time.

Of concern to many was the A.L.A.'s lack of concern with professional issues:

> The principal weakness is in its lack of concern or action for the personal problems of members such as status or improved salaries. More than keeping of statistics is required.

> It should do more to improve the status, role, salaries, etc. of librarians rather than spend money contributed by personal membership to get federal dollars to build library buildings or buy books.

Other issues were also raised:

> I no longer maintain A.L.A. membership due to--in my opinion--pompous asses at head. Also most A.L.A. articles are little more than garbage when you dissect them. Very few are worthwhile.

> Associations develop a dynamism of their own; this is what we see in A.L.A. The balance is tipped too greatly toward public libraries.

> It needs to get down to the grass roots.

> Believe problem stems from unprofessional nature of our Association. Until strict definition of professional librarian is achieved and professional membership related to that definition, A.L.A. will continue to be generally ineffective.

> I think it is an expensive, over-rated closed corporation which serves little to add respectability or usefulness to this profession. I belong because I believe one should patronize his professional organization--just as I would belong to the American Association of Yo-Yo Spinners if I were a yo-yo spinner. But I can't think of a single benefit I've received from A.L.A. in twenty-five years.

In response to: "Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?" the respondents replied from different angles. Many do not see it as a problem or they think that the situation is improving:

> There are surely some "odd-ball" people who have not made the grade elsewhere, but they do not represent the major number of people attracted to the field.

> The types of people coming into librarianship are changing now and it is good. We still need the "bookish" people, but we also need scholars and we are getting some. I find fewer social misfits when I interview. The change is slow, but it is coming about . . . . We've a new breed of young people to train and work with and I think they're going to be all right.

> As far as I am concerned, differing types are already being attracted by the dynamics of the situation: systems people, academic specialists intrigued by the new opportunities for specialist book selectors (bibliographers), minority and social service types intrigued by the urban problems, etc.

But an equal number of respondents do see problems. The problem cited most frequently had to do with the personality of librarians.

> I agree completely. We need more males who are men and less old maids and more real women. We need persons in the profession who like people and enjoy aiding people.

> We need more young people who enter librarianship as a first choice. We are working largely with unsuccessful teachers, administrators, businessmen, and others who find a refuge after an initial failure.
>
> Improvement is needed. Physically handicapped and emotionally disturbed persons should be discouraged. Getting A's in undergraduate and library school is not enough to make a good librarian. People who love books and hate people shouldn't be allowed to get a library degree.

Several were concerned with gaining differing kinds of subject competencies:

> Definitely. We need mathematicians, engineers, business types. We need aggressive individuals.
>
> We also need to find more people who are able to work effectively in special subject areas. For too long a time we have concentrated on people with liberal arts or humanities backgrounds who are not qualified for the positions of resource people in other specialized fields.

Other respondents took up the question as a matter of library school admissions policies:

> Library schools ought to be more selective, to attempt to prevent the mediocre, the poorly or wrongly motivated and the poor student from entering the profession.
>
> Leave this matter to the library schools. They should not matriculate individuals who would be obvious misfits in any learned profession.

Some dealt with the problem of making the profession more materially rewarding:

> Higher public library salaries and faculty status for academic librarians will draw better people into librarianship. Less parochialism in library training will help.
>
> Alter the method of organizing, conditions of work, and the reward structure and then new types of people will be attracted. We need more people who are outgoing in order to deal successfully with our public.

And others were concerned with changing the nature of the field itself as a prerequisite to attracting talented people:

> Yes, this is true. However slick recruiting methods, while of some help, are not the primary answers. We must first change the image of librarianship by what we do. The library must cease being a passive agency. It must reach out and provide service to users where they need it.

> Yes indeed--but what? The psychological satisfaction received by the gathering and hoarding process is always going to appeal to compulsives--and they will continue to plague us. The best way to attract different types is for the profession to change the traditional perspective. Actually, I am impressed with many of the young people I've come to know in the profession.

CHANGE POSSIBILITIES. Several change directions are viewed positively by this group. A large 84% believe that "A technician's class is needed in libraries to relieve the time of the professional." Almost two-thirds look to interlibrary cooperation, while at least one-half appear to see the use of computers in libraries as advantageous. Only 28% agreed with "The computer offers some but no major advantages to the academic library." On the non-change side we find 48% committed to centralization as "The best way to organize collections and services in the academic situation."

In responding to the question "There are many who believe that the information revolution (the introduction of computerized storage and retrieval of information) is going to have a radical impact on libraries. What do you see will come about?" the range of reactions was extremely wide.

The most general response was that changes would come to pass very gradually, and that such changes might best proceed with caution, for as one respondent put it:

> I foresee this as proceeding in stages. First the housekeeping functions (ordering, circulation), then the more complex bibliographical functions (cataloging, serials), later increasing use of mechanized information retrieval, particularly in disciplines with standardized vocabulary and high user sophistication.

Another response which characterized a group of respondents was that because of the costs, the potential was greatest for large libraries, and that the smaller libraries and college libraries would be less affected:

> This will probably be true in the large research libraries. Computer storage and retrieval will eliminate duplication of effort. It will not affect the small institutions such as ours.

Others saw the influence as greatest in specialized areas.

> See little change in the social sciences or humanities in the near future. In the sciences, however, believe that faculty will expect it.

Still others related advanced technology with improved prospects for cooperatives, central information banks and clearing house developments such as ERIC and MEDLARS. For as one library director said:

> Such innovation will result in greater opportunity for library cooperation, a step which will strengthen the services of each library involved in such networks.

Some few were skeptical in the extreme and saw potential waste and books remaining supreme. While yet others saw increased miniaturization of collections as coming to pass. A number felt claims were overstated:

> There will be no radical impact for ten years or more. The concept has been oversold and its technical and fiscal problems underestimated. There will be a gradual increase, not always wise, in the use of computers for internal operations and a more gradual increase for other purposes.

The impact on personnel was seen as increasing professional time for such high level service and increasing the need for librarian know-how.

> There will be much greater need of retrieval know-how. Greater need for professional help to patrons, less reliance upon the card catalog as "the perfect instrument."

Several respondents were supportive of the conclusions of the report of the Educational Facilities Laboratory which stressed very gradual change.*

> In general I found the EFL piece, The Impact of Technology on the Library Building, a very plausible treatment.
>
> I believe the best statement on the future of automation is contained in this report. I concur.

Essentially the point of view of the respondents is reflected in the reactions of one library administrator who said:

> This is relative. Changes are being made and will continue, but I would not say the impact will be radical. Computerization is not a panacea.

To the question "Many people feel the future direction of library and information service lies in the development of regional and national library and information networks. How much do you feel such developments should influence the individual academic library program in the next 5-10 years?" responses were divided among the extremely skeptical about short-run effects of such developments, those who thought there could or should be no lessening of local efforts regardless of such developments, and those who were enthusiastic about the prospects and potential advantage for the individual institution.

Where there was skepticism it was related to the period of time in which the effects might be felt:

> Of course it should. But if you're asking is it likely to, the answer, I fear, is no.
>
> I think close cooperation is more than ten years away.
>
> For the next 5-10 years no library should rely too heavily on networks.
>
> Don't see this as a major development.
>
> I don't see great changes in the next 5-10 years. How long it will take, I don't know, but it will come.

---

*Educational Facilities Labs, Inc. The Impact of Technology on the Library Building, New York, N.Y., 1967. 31

While change might not be expected in the short-run, many of the skeptical felt it would ultimately affect local library efforts:

> Academic libraries should be increasingly alert to the possible impact on their programs of networks.

A very prevalent attitude was that regardless of external events, the local library had to continue to develop its own programs in its own way:

> The academic library is the creature of its parent institution. It does not set policy and can therefore take advantage of regional networks only to the extent that its parent institution will permit.
>
> I hardly see how such future developments can seriously effect individual libraries in such matters as collection development, selection policy, etc.
>
> These networks have some merit, but in order to really serve the individual student, the local library is needed.
>
> The individual academic library has its own public which it alone can serve.
>
> The first responsibility of the library is to the mother institution.

Perhaps two elements which condition such responses may be perceived in the following remarks:

> Many libraries, such as ours, are so far behind in acquiring even basic materials that it will be some time before adequate local collections are accumulated. For the next 5-10 years emphasis will be on our own program.
>
> Individual faculty members take pride in their own campus library. They also resent the time element involved in even the quickest interlibrary loan or Xerox transaction. Thus there will continue to be an an emphasis on individual collections.

The enthusiastic, a much smaller proportion of the respondents, saw many potential benefits:

> Very greatly. Our library is already participating in several projects and we hope to expand our participation over the next 5-10 years. On-line access to a regional computerized union catalog would be a major step.
>
> Very much. It's the only way we can hope to meet the needs of our faculty and students.
>
> We must work toward this and be well along the way in ten years.
>
> A great deal. No longer can each be sufficient.

A number of respondents cited deterrents to such developments while others saw advantages accruing. Perhaps the motif of gradualism pervades the dispositions of respondents as much as anything; or, as one respondent put it, "In the next five years the development will be more theoretical than practical." Still, even those who were among the skeptical were prone to concede that "plans should be started now for the many network programs envisioned for the next fifteen years."

In responding to the question "Unionization appears to be a growing trend in libraries. Please give us your view regarding the desirability of unionization of academic libraries," the largest proportion of respondents were inhospitable. The range was from deep resentment to mild reaction. The key factor identified was the incompatiblity of unions with professional and academic values:

> Never! Professional people lower themselves and their professions when they unionize.
>
> Undesirable. Academic libraries are not industries and should not be seen as such. Grievances of staff are the province of the librarian to solve, not a committee.

For a number it was seen as demeaning for librarians, but reasonable for other staff:

> Undesirable to me for professionals. O.K. for clericals.

> I consider unionization undesirable and unprofessional for librarians, but it may be a good thing for the administrative and clerical staff.

A number of respondents, in spite of being repulsed by unions, saw them as inevitable:

> I feel that it is undesirable. But it will come--some form of unionization will come to the total academic community! Professors included--

A few respondents expressed neutrality and some few others had no opinion. The very few who were supportive felt invariably that unions were the only way that some problems of librarianship could be solved:

> If salaries and working conditions are not upgraded without unionization, I would favor unionization of academic libraries.

> It will be desirable where reason has not solved salary and other problems. Probably inevitable and desirable in large organizations.

> It will become stronger until the time when administration makes substantial concessions to librarians in remuneration, benefits and faculty status; then it will lose its necessity. I would prefer other means, but since they are ineffective, I am in favor of unionization.

> Unionization is inevitable as long as A.L.A. will take no positive steps to promote better salaries or working conditions.

For a few others the issue was not unions, but faculty status:

> Faculty status should be the goal for academic librarians. Union membership will not help and might hurt.

For one or two, the attraction of change, impelled from whatever quarter was acceptable:

> I have always been opposed to the unionization of professions, but I am no longer so sure. I would hope that the benefits to be derived from union action could be achieved without the undesirable concomitants of unionization. But if union action is the only recorse, then I am willing to risk the undesirable possibilities. There must be change.

SERVICE COMMITMENTS. What of the administrators' service orientation and commitments? Agreement was observed among 92% of the respondents that "Users need to be helped to help themselves." This was the question on which there was the highest percentage of agreement among the group. Of the respondents 69% disagree that "There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training." As a group they were divided as to the statement "We will be remembered not for the service we gave but for the collections we leave behind us." Similarly 54% agreed that "Librarians need above all to know books." At the same time 75% disagree with "Who cares what numbers go on the books; let's just get them on the shelves." This is admittedly skimpy evidence, yet answers to these questions in the investigators' view add up to a disposition to perpetuate rather than to challenge the "self-help" form of user service.

PART TWO

THE SITUATION OF THE LIBRARY ADMINISTRATOR

To be fully understood the library administrator must be examined in the context of the organization he administers. His job satisfactions and frustrations must be related to the realities of his situation while his attitudes toward change in the field need to be cast against the changes actually occurring during his administration. In turn it must be recognized that there are factors in his situation which impede or enhance his prospects for introducing change. For these reasons over half the questionnaire was devoted to questions which concern the "situation" of the library administrator.

One section sought to determine the nature and extent of changes taking place in academic libraries; the remainder was devoted to gaining an assessment of the "change capacity" of academic libraries. Factors generally agreed upon among organizational scholars as being related to the ability of an organization to adjust and to adapt were identified, and an effort was made to study them in the academic library. Because the investigators chose to look at a wide range of factors, and from only the vantage point of the administrator, no one factor was explored in depth. Conclusions must be seen to be tentative and the way open for other investigators to study one or another aspect more intensively.

The Library's Community

Academic librarianship serves the range of institutions of higher education in the United States. Of the respondents 79% are attached to public institutions.

Table 13

Type of Institution

	Percent
University	40
Liberal Arts College	22
Junior College (including technical institutes)	19
Independent Professional	18
Unclassified	1

The respondents serve communities with student populations of 3,000 to well over 20,000.

Table 14

Enrollments, Fall 1967

In 1,000's	Percent
3 - 5,9	45
6 - 9,9	29
10 - 19,9	19
20 and over	7

In economic terms almost two-thirds are with institutions engaged in the expenditure of nineteen million or less dollars a year.

Table 15

Institutional Income

In millions of dollars	Percent
Under 8	22
5 - 19	33
20 - 39	8
40 - 59	2
60 - 79	3
80 - 99	1
100 - 149	3
150 and over	0
No response	29

The Nature of Academic Library Service

In attempting to characterize the services of academic libraries it was assumed that all at least maintain and make available collections of books, and this assumption was not explored. What was sought was some indication of the nature of their reference services. In addition, questions probed what specialized services are made available and asked about the organization of the library around services to specialized clienteles or other distinctive organizational features.

When the following possiblities were presented, respondents characterized their reference and bibliographic policies as indicated in Table 16.

Table 16

Reference Services

	Percent
Ready reference service is given to both students and faculty	94
Students are given assistance in getting started on library research	85
We do some literature searching for faculty, but we do not especially encourage it	50

Administrators were also asked to name other or alternate reference policies and 8% reported that they do bibliographic work or literature searching for faculty as time permits; 5% said that bibliographic service is being provided for particular groups such as departments or research teams and .3% suggested that they give special reference services to students as time permits.

With respect to the availability of particular types of user services, the administrators responded as shown in Table 17.

Table 17

Services To Users

	Percent
Announcing service (acquisitions bulletin, etc.)	75
Regular student orientation or other educational program	68
Audiovisual services	58
Other services	36

The range of A-V services reported covers an extremely wide gamut with only records and microfilm at one extreme and highly sophisticated laboratory and media services as part of the library's program and services at the other.

While the commitment to the growing responsibilities of collection development and organization of materials consumes the greatest share of academic library time and resources, there are isolated illustrations of innovative or more specialized client services. Included in responses is mention of custom-made instruction for graduate courses and unusual methods of offering informal class presentations in the use of library materials.

Some indication of the degree to which a library may have moved beyond merely providing general reference can be seen in its internal organization.

Table 18

Organization of Library Services

	Percent
Libraries located in departments	51
Government documents departments	35
Subject divisions in the main library	29
Other service units	29
A separate undergraduate library	13
Subject bibliographers	8
Periodicals, newspaper collections	5
Other special collections	7
No response	23

Two-thirds of the respondents who listed departmental collections specified one or another of the pure sciences and mathematics, with chemistry and physics predominating. Approximately one-half cited separate collections in the music and art departments, and one-fourth mentioned architecture, Law, engineering, and the medical sciences (medicine, nursing, pharmacy).

Among the other service units reported by respondents the most frequently mentioned were those concerned with special forms of materials such as maps, archives, manuscripts, and, to a lesser degree, technical report literature. Specified also were teaching material centers or curriculum laboratories, and discrete collections servicing one or another area studies program.

Change in Academic Libraries

In ascertaining and analyzing the changes taking place in academic libraries, the investigators were centrally concerned with the question of whether the academic library is shifting from its historically passive role in relation to its community. The question can be asked in terms of whether libraries are making goal changes or procedural changes. Organizations more frequently have a readiness and tolerance for making procedural innovations where they are not open to basic change in their purpose. In examining answers to the question regarding what changes have occurred in the respondents' libraries in the last four years, the analysts also sought to ascertain something about how rapid and how extensive is change in the academic library. They sought evidence of whether changes are predominantly along traditional lines or are what might be called innovative, in the sense of being a departure in approach or procedure.

If changes occurring in two-thirds or more of libraries over the last four years are used as a measure of the major direction of change in academic libraries, they must be seen to lie in expanded physical facilities, collection expansion, salary improvements and improvements in processing of materials. Table 19 shows the changes mentioned by respondents.

Table 19

Major Changes in Respondents' Libraries
From 1965 to 1969

	Percent
A new library building or new quarters for the library (or considerable remodeling of existing quarters)	83
New or greatly expanded user facilities (longer hours, more study space, improved photocopy)	83
An extraordinary increase in the money available for materials	74
Substantial salary increases	69
Major change in procedures for processing materials	66
Other changes affecting your collection and materials (such as substantial increase in special types of materials)	60
A major change in your selection policies and practices	59
Reclassification of your collection	59
Substantial increase in staff	57
New or greatly expanded service to users (reference-information, readers' advisory service, library instruction)	56
Introduction or further use of data processing equipment	54
Major improvements in interlibrary loan	53
Reorganization of departments or change in your overall administrative structure	52
The addition of special collections of note	49
Addition of new types of personnel (such as subject bibliographers)	45
Major change in circulation procedures	45
The introduction or expansion of other specialized user services	37
Establishment of new service outlets outside the main library	33
Other upgrading of positions	33
Centralization of collections into the main library from departments	15
Other changes	27

The planning for or the occupancy of extraordinarily enlarged new buildings or additions to older physical plants appears to be the single most widespread change in academic libraries. Just as evident as the transfer from old and less adequate quarters is the addition of supplemental space in new buildings to contain continuing growth. Another dramatic phenomenon is the addition to book budgets, explainable in part, but only in part, as a consequence of increases in funding under the terms of federal legislation. There is some evidence of increased acquisition of other media than the book, primarily of microforms.

Procedural change includes, in addition to the trend toward reclassification to the Library of Congress scheme, a wider acceptance of LC copy and the use of photocopy methods for card and order reproduction. Another significant change is the growing use of order approval plans from jobbers. (The incidence of librarians' control over selection processes is also increasing through the use of subject bibliographers on library staffs.) There appears to be a trend toward streamlining of procedures in acquisitions and cataloging. Also coming into more widespread use is teletype equipment for arranging interlibrary loans with regional TWX networks being established in many different parts of the country. Courier service among area libraries was also mentioned among interlibrary loan improvements.

Among the personnel changes introduced were salary increases,and here the variability was extreme. In those instances where precise details were given, the average salary level appears to be as low as the data which the Schiller study reports.* While not as dramatic as the increase in acquisitions funds, library staff positions at both the professional and clerical levels have had significant growth ranging from modest staff additions to doubling and tripling of staff size in a number of instances. What also appears to be happening with growth in size is the introduction of specialized work roles. The two primary types identified are subject bibliographers and systems analysts, while a number of libraries are adapting their staff arrangements to include audiovisual and other technical positions.

---

*Anita R. Schiller, "Characteristics of Professional Personnel in College and University Libraries," Final Report, U. S. Office of Education, Bureau of Research, 1968.

If there is any pattern in the changes reported in internal organizational structure, it is in the direction of adding to the administrative structure. There is also some evidence that technical specialization and subject organization are being accommodated through internal reorganization. Reorganization is pervasive, but the variability in type and characteristics is extremely great and is probably in part a function of the size of libraries in the sample. Administrative aspirations for centralization are reflected by the libraries reporting the absorption of departmental collections when this becomes feasible. Concessions to servicing specialized interests, notably in the sciences, go against this pattern, especially where the physical plant in the scientific field allows for a library. Simultaneous with these developments is the design of new service outlets taking the form of dormitory collections, undergraduate libraries, curriculum laboratories, and other responses to faculty, professional school, and student needs.

In a time of very dramatic increases in the scale of book collections and physical plant there is little evidence to suggest major modification or extension of service to clients. There are facility improvements, including longer hours and access to public photocopy facilities in the library for reader use. Some public service staff additions were reported and attempts to improve methods of instruction in library use are fairly widespread, many beginning to make use of audiovisual equipment for this purpose. The specialized user service reported in greatest frequency was the assumption of responsibility for audiovisual services. A very small number of libraries are exploiting the computer to retrieve technical data, while some few have introduced table of contents services to specialized clienteles. A very limited number report the introduction of technical information services to the region generally, usually under terms of external support.

Major change, then, is taking place in academic libraries. Its direction is such as to solidify the library in its role as collection repository and dispenser of materials. Analysis of this data reveals no major shift toward nonconventional user services, rather an expansion in traditional functions to accommodate to expanded collections and to the numbers of added users.

Two change possibilities were explored in greater depth--automation and interlibrary cooperation. What was sought was the degree to which libraries are availing themselves of these potentials and some estimate of their impact on academic libraries up to this time.

Of the respondents 43% stipulated that they had automated some library operations already, while 72% either reported definite plans for future automation or indicated an active interest often contingent upon the projections of the parent institution with respect to automation.

Those operations automated to date are shown in Table 20.

Table 20

Types of Automation

	Percent
Serials	22
Circulation	19
Ordering	10
Accounting business (including payroll)	2
Cataloging	1
Other (e.g. production of book catalogs and other listings and indexes)	6
None or no response	57

One question particularly probed the degree to which the computer has been employed for special analyses and for user services directly. In response 34% cited use of the computer for one or more purposes as shown in Table 21.

Table 21

Use of Computerization

	Percent
Prepare special bibliographies or other listings	22
Prepare a book catalog	8
Analyze use	5
Analyze your collection	3
Other analyses	8

Of the respondents 65% reported their library as being a member or participant in a regional or national program (including such programs as MARC), and only 28% reported no membership. The advantages presently accruing to them by virtue of this participation are explained in Table 22.

Table 22

Advantages of Interlibrary Cooperation

	Percent*
Access to materials elsewhere not before readily available	59
Increased speed of interlibrary loan	58
Arrangements made for your faculty and students to use other libraries	50
Adds to materials acquired by the library	37
Storage space for little used materials	24
Speed of access to cataloging information	19
Other advantages	36

*Base = those who responded to this question

Other advantages perceived by the respondents include cooperative purchasing arrangements, acquisition and selection guidelines, and (cited with some frequency) promotion of general goodwill as an effective base for increased and increasingly useful future cooperation.

Internal Change Factors

PERSONNEL. Characteristics of library staff viewed to be potentially relevant to the library's capacity for change were sex distribution, longevity of service, advanced education background, and current educational pursuits.

The average male population in academic libraries is 37% of the staff. As Table 23 indicates, only 17% of institutions have staffs composed of men in 50% or more of the total professional positions.

Table 23

Proportion of Male Professionals

Percent Men	Percent of Institutions*
0	4
1 - 10	5
11 - 20	15
21 - 30	15
31 - 40	22
41 - 50	21
51 - 60	7
61 - 75	6
76 - 100	4

*Base = those who responded to this question

As Table 24 shows, only a very small percent have a staff where more than half of the people have been on the staff over ten years.

Table 24

Proportion of Staff Who Have Been With the Library More Than Ten Years

Percent of Staff	Percent of Institutions*
0	15
1 - 25	46
26 - 50	34
51 - 75	4
76 - 100	1

*Base = those who responded to this question

As shown in Table 25, in 75% of libraries somewhere between 25% and 75% percent have been on the staff less than five years.

Table 25

Proportion of Staff Who Have Been With the Library Less Than Five Years

Percent of Staff	Percent of Institutions*
0	2
1 - 25	10
26 - 50	37
51 - 75	38
76 - 100	14

*Base = those who responded to this question

An examination of the subject areas of study of the holders of the master's degree in fields other than librarianship reveals that while at least 78% have at least one staff member with a master's degree, the subject orientation is overwhelmingly concentrated in the humanities. As Table 26 shows, 43% have no staff member with a master's degree in the social sciences.

Table 26

Distribution of Social Science Master's Degrees

Number of Master's	Percent of Institutions*
0	43
1	21
2	13
3	9
4	8
5	2
Over 5	4

*Base = those who responded to this question

As shown in Table 27, representation of the science and technology fields is even more negligible.

Table 27

Distribution of Science and Technology Master's Degrees

Number of Master's	Percent of Institutions*
0	72
1	21
2	4
3	3

*Base = those who responded to this question

Information was also solicited with regard to whether staff were pursuing advanced work and with respect to staff participation in special conferences and institutes.

Of the administrators 63% responded affirmatively to the question, "Are there arrangements for sabbaticals for library staff members?" and 45% of this group have a staff member who has gone on sabbatical in the last three years. Of the libraries reporting, 83% have members of their staff either pursuing advanced degree work or taking individual courses in one or another subject field.

In addition 52% of libraries reported that at least one staff member had attended a special conference or institute in the last twelve months (exclusive of professional association meetings). When the types of programs attended were analyzed, the distribution by subject was as shown in Table 28.

Table 28

Type of Program Attended by Staff

	Percent*
Technology, automation, data processing	46
Advanced computer-based systems (e.g., MARC, MEDLARS)	29
Control, servicing of materials (e.g., cataloging, bibliographic control)	22
Administration	22
Special materials and subject areas (e.g., maps, archives, music)	19
Collections (e.g., acquisitions, Farmington Plan, PL 480, subject areas)	17
Educational media and materials	13
Interlibrary cooperation (e.g., TWX, networks)	12
Special clientele business, disadvantaged)	11
Library environment (e.g., community relations, etc.)	1
Other	24

*Base = those who responded to this question

One personnel factor was examined particularly--the use of technicians and subprofessionals. Of the respondents 64% reported using technicians and/or subprofessionals in their libraries. Of this number the highest proportion are employed in subsidiary positions in routine areas of Technical Services or in office work, and the next largest number are manning the Circulation Desk. However, approximately one-third of these respondents indicate that technicians or subprofessionals are serving as "Head," "Manager," or "Director" of one or another unit (primarily Circulation) or in positions defined as "Supervisory."

ORGANIZATIONAL RELATIONSHIPS. Several aspects of the library's organizational relationships are importantly related to its change capacity. Of major significance may be the status which the staff enjoys and their degree of satisfaction with it. In academia the status generally sought is membership in the larger academic community. Full academic

status and rank is seen to be held by the staff of just over half of academic libraries.

Table 29

Status of Librarians

	Percent
Full academic status and rank	53
Academic status but not rank	22
Equivalent rating	5
Some have status while others do not	4
Other	11
No response	6

Of the administrators 37% report that there has been recent dissatisfaction with regard to their status on the part of their staff. Demands are for full faculty perquisites including rank, but also for specific benefits such as T.I.A.A. Some administrators reported merely that their staff are seeking clarification of their status while 12% are evidentally involved in trying to retain faculty status.

Most organization scholars identify resistance to change as a characteristic of the bureaucratic form while some outstanding authorities argue strongly for more democratic forms of administration as a prerequisite for continuing organizational adaptability. Professionalization is generally conceded also to involve participation of the professional staff in the goal decisions of the organization. This implies that at least theoretically there is less likelihood that the organization will succumb to political and economic pressures at the expense of its professional obligations.

One question was therefore constructed to gain a measure of the extent of professionalization of the academic library. Respondents were asked to indicate who makes the major decisions in their library, with the range of possibilities going from complete control by the professional group to complete control by the administrator. The responses to this question, as presented in Table 30, would seem to put libraries well into the bureaucratic category.

Table 30

Decision Making Practices

	Percent
The professional staff make the major decisions in this library	7
The professional staff make the major decisions on some matters, while I do on others	17
While I rely on members of the staff for advice, the final decisions rest with me	39
Heads of departments make decisions in their own area. Any major change would be referred to me	31
I make all the major decisions in this library	0
No response	6

Conflict is a closely related organizational issue. The bureaucratic form, again, tends to be inhibitive of conflict, while change, if it is to be fostered, requires conflict in the sense of dissent and challenge of the status quo, and predicates an environment where truly objective analysis can be made of situations and of change proposals.

From the administrator's vantage point, the conflict situation in libraries is as shown in Table 31.

Table 31

Conflict in Libraries

	Percent
Personal differences among staff members	66
Conflict between departments	27
Conflict over the need for change or the types of change	26
Conflict over the management of the library	10
No response	17

It would be easy to attribute the relatively higher percent of personal conflict to the large number of women on library staffs. Other views could be that the administrator chooses to see the conflict in personal terms, or that when conflict over job issues cannot be resolved, it tends to turn into personal conflict. It is surprising that so few librarians reported interdepartmental conflict since by its nature departmentalization introduces conflict, with departments competing for finite resources and activities being, at least to some degree, interrelated. There is also the tendency for departments to let departmental goals supersede overall organizational goals. One would expect conflict in libraries, particularly between public services and technical services because of their quite different and frequently opposing goal orientations. Of most concern, however, is the lack of conflict over change or the need for change, for without conflict over change the likelihood is that there will be very little real change indeed. Again, as staffs professionalize, one would expect to find them demanding a greater say in the administration of the library.

Given the bureaucratized character of the academic library, one might look to the existence of the formal staff organization as a vehicle to secure better working benefits and to conduct professional activities as a group. Although 15% of the respondents report that some staff members belong to a union, only one academic library is unionized. In addition, only 4% anticipate unionization sometime in the future. (The administrators give a range of reasons for this answer, chiefly lack of staff interest.) At the same time 25% indicate the existence of the more traditional non-union staff association, but most (71%) report that such associations are engaged primarily in social activities, and only one-quarter promote professional and educational programs. Quasi-union activity, such as the negotiation of contracts and benefits, is almost totally absent; four libraries report that the staff association operates as a channel for grievances. These findings suggest that the academic librarian who is concerned with either improvements in his working conditions or improvements in the caliber of library service is, presently, without an organized vehicle with which to negotiate and bargain and otherwise influence change.

As previously noted, in some libraries the staff are seeking to influence change with regard to their status, and in a small percent of libraries there is conflict over change or the need for change. We have one other finding with regard to how motivated to change library staffs are. The administrators' responses to "Check any of the following which describes the attitudes of your staff toward making changes in the library," are described in Table 32.

Table 32

Staff Attitudes Toward Change

	Percent
We have a number of staff members who are highly motivated to make change	60
Most of our staff would go along with changes if they were not too radical	56
We have a number of senior staff members who are opposed to change	19
We lack the expertise at present to make needed changes	18
Other (e.g., the education of staff is necessary in order to make changes)	16
No response	0

We do not, of course, know the answer to a significant question--what are the service orientations of the professional staff? However, in view of the fact that they do not appear to be active or organized as a professional group to influence change, what organizational support for change exists in the formal structure of the library?

FORMAL ORGANIZATION FOR CHANGE. There are a number of ways that organizations maintain the "capacity for change." One of these is by arrangements to be regularly informed about their environment so that they can adjust as changes in the external situation require. It is significant that a higher percentage of libraries "continuously or at regular intervals" inform themselves about their collections rather than about their users. Libraries do maintain use records and almost two-thirds make some effort to find out what students and faculty want from the library. That less than half regularly inform themselves about other community aspects is of concern implying as it does either a disregard for environmental factors, or that the external situation is seen as static. In reply to the question "Does your library regularly (continuously or at regular intervals) ascertain and analyze any of the following?" the responses shown in Table 33 were elicited.

Table 33

Types of Information Regularly Collected and Analyzed

	Percent
Volumes added to the collection	90
Collection weakness	81
Volume of use made of various services	72
Work output of departments	68
What students and faculty want from the library	63
Satisfaction of users	49
Proportion of the academic community using the library's services	42
The characteristics of the academic community	41
Proportion of filled to unfilled requests	41
Characteristics of users compared with the total population	17
Other evaluation	15
No response	4

In addition 53% report they had had special analyses of their program or aspects of their program done by their staff or outsiders in the last three years. (One-third of these employed an outside consultant or organization.)

Another key adaptive technique is the formalization of the change process. Organizations accomplish this in a variety of ways, including the establishment of separate planning units and the use of special ad hoc groups for specific planning and problem solving purposes. The key point here is that unless an organization consciously arranges for time and resources to be put into change processes, commitment to ongoing operations generally precludes the initiation and success of any but minor changes. The study sought, therefore, to determine whether the planning function has been legitimized in academic libraries and in what ways.

Some 50% of the respondents report planning or implementation mechanisms but in most instances a specific planning unit or device was not stipulated and probably does not exist. Respondents did mention participation of the entire staff, the use of staff committees or creation of special task forces, and the assignment

of planning to an administrative officer (systems analysts are most frequently designated). Outside groups named were the faculty library committee, overall University planning bodies, surveyors, and consultants. With some exceptions then, the need for formal instruments to insure review of opportunities and needs for change would not appear to be widely recognized as yet in academic librarianship.

External Change Factors

Libraries do not exist and cannot be understood apart from the environment from whence they derive their clientele and their support. Consequently, analysis of the library in terms of its external relationships should give us important insights into its need to adapt and into its prospects for change.

EXTERNAL RELATIONSHIPS. Some effort was made in the study to ascertain the nature of student, administration, and faculty involvement in library affairs, as well as the nature of library involvement in academic affairs. Although it was not feasible to thoroughly study the library's external relationship within the context of this study and its broader objectives, it was possible to ascertain whether and what mechanisms for interaction exist and to gain some understanding of how they are being utilized at the present time.

Academic library administrators tend overwhelmingly to report to a senior official of the institution directly below the president who is variably designated at the differing institutions (e.g., vice-president, provost, etc.) While only about 11% of library directors report to the president himself, it seems clear that the library is placed in the hierarchical structure so that it is responsible to a very senior administrative functionary.

Virtually all (87%) reported that there is a faculty library committee and the data suggest that such committees tend, for the most part,to be selected by the institutions' administrations. Approximately 50% of such committees include student representation, while 14% of the institutions have student library committees.

Library committees vary in their functions between advisory and administrative roles, offering counsel and deliberating the allocation of funds for book acquisitions. They appear to be involved in building planning and in discussion of specific issues like library hours and centralization versus departmentalization. (Approximately 57% of the libraries included in the

sample have allocated their book budgets by departments with sums specified for particular departments to spend.)

While it was not possible to discern clearly the degree of involvement of faculty and students in library affairs, the faculty seem to be playing traditional roles in relation to academic libraries. Student committees tend to be focused upon such issues as fines and other related grievances. Both faculty and student roles in their committees related to the library appear to be pro forma. Neither are seen to be active agents, either on behalf of the library in relation to the community, or as agents of the community in relation to the formulation of programs and policies by the libraries. Nor does the evidence suggest that there is any appreciable involvement by the academic institutional administration in the affairs of the library program either.

CLIENT DEMANDS. The demands which clienteles of a library express with regard to services may ultimately be expected to influence library affairs. The lack of demand, it should be noted, does not necessarily mean a satisfied clientele. It could also mean that clientele are satisfying their information requirements elsewhere. In asking administrators about the demands placed on their libraries it was not expected necessarily to gauge the actual climate of feeling in the academic community toward the library. It was deemed important in itself to know what the top administrator perceives the pressures to be. We suspect that while he may not be thoroughly informed or apprised of what all the various elements in the community want from the library, he is likely to depict accurately the relative demand for various types of services.

We expected to find and did find that the pressures on academic libraries were primarily for improvements in existing operations rather than for greatly increased or expanded user services.

Table 34

Administrators' Perception of External Demands on the Library

	Percent
Longer library hours	74
Increase in speed of processing materials	68
Establishment of departmental libraries	47
Better stack maintenance	39
More extensive copying services	32
Specialized services such as literature services	30
Greater share of book funds	29
Use of library facilities for group activities	26
Improved interlibrary loan	25
More help given to students	21
Greater say in management of the library	15
Other	13
No response	5

It is the faculty who are pressing for increase in the speed of processing materials, and in some libraries there is the perennial agitation for departmental libraries, largely on the part of the science, mathematics and Fine Arts faculties. With these exceptions as Table 35 indicates, no single pressure is being put on more than 25% of academic libraries by the faculty.

Table 35

Administrators' Perception of
Faculty Pressures on the Library

	Percent
Increase in speed of processing materials	53
Establishment of departmental libraries	38
Greater share of book funds	23
Specialized services such as literature searches	22
Better stack maintenance	18
Improved interlibrary loan	18
Longer library hours	13
More extensive copying services	13
Use of library facilities for group activities	11
Greater say in the management of the library	7
More help to be given to students	5
Other	8
No faculty pressures reported	29

In the small number of cases where pressure from specific disciplines was reported, the science faculties emerged as the most vocal, particularly for the establishment of departmental libraries, as previously indicated, and for a greater share of book funds.

Students have become a voice and a power to be reckoned with in academia today. Are they concerning themselves with improved or new library services? As we might have suspected, they are placing even fewer demands on the library than are faculty members. Indeed, a demand for longer library hours is the only pressure being exerted by students on more than 20% of libraries.

Table 36

Administrators' Perception of
Student Pressures on the Library

	Percent
Longer library hours	60
Better stack maintenance	19
Use of library facilities for group activities	15
More extensive copying services	13
More help to be given to students	9
Improved interlibrary loan	7
Increase in speed of processing materials	5
Specialized services such as literature searches	2
Greater say in the management of the library	2
Other	8
No student pressures reported	37

When students do actively intervene on their own behalf, what are the mechanisms for intervention? Table 37 indicates the direction of student effort and the extent of student activism directed toward the library at the data collection stage of the study.

Table 37

Student Popular Expression or
Demonstration in the Last Year

	Percent
Articles in the student paper	66
Representation visit	26
Petitions	26
Demonstration or other activism	9
Other	9
None or no response	23

ADMINISTRATIVE SUPPORT. The respondents reported very little pressure on the libraries by their administrations. As was noted earlier, among the principal frustrations of the academic library administrator were limitations upon financial support for library purposes coupled with lack of understanding of the library's needs. One indicator of the institution's disposition to allocate resources to the library was assessed. While we do not know whether the year 1967-1968 was an unusual one for the library, Table 38 indicates that library support clusters between 3% and 6% of total institutional income.

Table 38

Library Support

Percent of Income	Percent of Institutions
1.9% and under	6
2 - 2.9	9
3 - 3.9	20
4 - 4.9	12
5 - 5.9	17
6 - 6.9	8
7 - 7.9	8
8 - 8.9	2
9% and over	1
No response	17

The Library Administrator in his Situation

Change in any organization is more likely to occur where the administrator is dissatisfied with the status quo, has high aspirational levels and is impatient for things to happen. The investigators were therefore particularly interested in knowing how satisfied the administrator is with the changes taking place in his library. The group reported their satisfaction as shown in Table 39.

Table 39

Administrator's Satisfaction with Rate of Change in his Library

	Percent
Very satisfied	18
Reasonably satisfied	60
Not satisfied	20
No response	3

Where the administrator's change propensities lie was also sought by asking him to "Identify what you see as the single most important of these recent changes and explain why you feel it is most important." Equally specified by the largest number of respondents were building and physical space gains and increases in budgetary support. Personnel changes (including as a prominent point salary increases but designating also staff increases),the addition of new types of personnel (subject bibliographers), use of technicians, staff reclassifications and improved status and rank for librarians were all identified. The reorganization of the library's administrative structure and the reclassification to Library of Congress were each specified about next equally in rank order, with advances in data processing close behind in number of times designated. Procedural improvements, the development of an undergraduate library, the use of a commercial selection service (Abel) and improvements in the relevance and scale of the collections were mentioned by some few. But the greatest advances were clearly seen to be tied to the funding and physical plant improvements which were widely seen by the greatest portion of the administrators as the most fundamental of the recent changes influencing library programs.

The administrator's aspirations for his library in the short and long term suggest his expectations and (perhaps more than in any other way)reveal what he conceives to be the role and responsibility of the academic library. And his degree of expectation, whether positive or negative may influence his capacity to achieve his sought-for goals.

Essentially, the response of the academic library administrator to the question of what he would like to see happen in the short-run is more of whatever he identified as the most significant recent change. The greatest numbers specify increases in budget for building of collections and salary increases and the need for improved physical plant. Personnel improvements in the form of increased size of staff and change in staff assignments and professional/clerical ratios rank with increased utilization of computer technology as the next highest categories of hoped for short-run change. Adaptations in library organizational structure, improved library efficiency and productivity, additions to staff of qualified middle management personnel and beginning or completing programs of reclassification were next specified. More limited and only spottily represented were greater degree of librarian control over book selection, improvements in the institutional structure transcending the library, and advances in the library's program of audiovisuals. Improvements in librarian rank and status, enhanced student relationships, improved technical procedures and wider use of the library by students were each specified by at least one respondent.

The aspirations of administrators for the long-run simply extrapolate their hopes over time with the same ingredients being sought. Yet there were some important exceptions. Very prominently mentioned were the hopes for the development of regional, statewide, and national systems in some of which the respondent's library was seen as the core collection. Significant improvement in the exploitation of computer technology for library purposes was expected, and in a few instances the assumption of a role in information dissemination was specified. Increased library participation in multimedia and A-V facilities was also hoped for in newer physical facilities where such expansion would be possible.

Respondents were overwhelmingly optimistic with regard to the prospect of realizing their aims for the library. The range of assessment ran from fair at one extreme to excellent at the other. The largest portion of respondents specified their prospects as good. A small group identified the prospects as poor, slim, or nonexistent. The principal impediment was money, and it was specified by a very large number of respondents.

State legislatures and the perspectives of their institutional administrators were also identified by some few. Time as a factor was designated by some as well. But the overriding perception which reflected respondents' viewpoints in reacting to this question was guarded optimism about future prospects.

Respondents were also asked to characterize their role in planning and bringing about change. Some 59% of the respondents feel that they initiate most of the ideas for change themselves, while 79% report that they have a major degree of involvement in implementing change. The range of involvement was from serving as significant catalyst in provoking others to act to that of bringing into the organization specific individuals within the library structure to play roles designed to influence change. Essentially the administrators report that they are responsible and lead toward changes by encouraging and soliciting suggestions from members of their staffs through formal and informal administrative arrangements. In his own view the academic library administrator tends to see himself as planner, coordinator, and frequently prodder to insure that there will be progress.

Two other change related opinions were solicited. The administrators' attitudes about the degree of participation of their staffs in decision-making was sought, as was their perception of how reasonable the demands being placed upon the library by the different constituencies were.

With regard to whether the decision making process in the library was appropriate, 79% report that they are satisfied with their present arrangements. Their added comments range over a wide spectrum. Some are prepared to delegate decisions to staffs and department heads fully in the areas of their competence. Other administrators see themselves as the responsible agent for the library in relations with other groups and administrators and therefore feel they must play a major role in decision processes. A fair proportion of the respondents identified the fact that there should be staff participation in decisions and that thorough going discussion and communication is the key to more effective decision processes. And a number, while identifying the fact that there should be staff participation, clearly specified that final decisions should be the responsibility of the administrator who controls the picture of the overall library and who holds responsibility for all its functions. While the range of response was wide, there was no indication that the assumption of major decision making responsibilities by the professional staff was desirable.

The administrators felt that the external demands being made upon the library were reasonable in 82% of the cases and unreasonable in only 7%. The responses which explained their perspectives identified the fact that in the largest majority of instances perceptions of faculty and student expression are that they are on the whole quite reasonable. Some respondents suggested that they would welcome greater demands from faculty and students. Others indicated that sometimes requesters have not informed themselves before making criticism. But for the most part the academic library administrators perceived of external pressure as an indication of interest and were quite well disposed to the kinds of pressures that they had been subjected to in their libraries.

Perhaps the most telling insight into the propensity of the academic library administrator to work energetically to effect change is reflected in his response to the following question: "In attempting to effect change in most academic library situations, which of the following are called for? The responses are shown in Table 40.

Analysis of this data suggests that while there are many different perspectives among the administrative class about devices and techniques for adapting and advancing their libraries, only a relatively small proportion of the respondents identified the fact that they would be prepared to make the issue of change one for which they would put their jobs on the line. And perhaps in this the administrators of academic libraries react no differently from the way all types of administrators would and do generally.

Table 40

Administrators' Views of the Desirability of Various Change Strategies

	Percent		
	Very Advisable	Not Appropriate	Not Checked
Willingness to take temporary defeat without giving up ultimate objectives	96	1	2
Recognition that lasting change is not made overnight	89	6	5
Willingness to see the library's needs for support in relation to other needs of the school	86	9	3
Finesse in getting changes accepted by the administration	82	10	7
Seize on opportunities as they arise; "strike while the iron is hot"	66	21	12
Conducting a careful and methodical program of introducing developments using caution and restraint	64	22	12
Maintaining sound relationships with influential campus groups by keeping them satisfied	63	25	11
Adopt a forceful, aggressive approach to effecting change	49	45	5
Choosing dramatic innovations as the way to enhance the climate for change acceptance	32	59	8
Readiness to leave if requests are not met in a reasonable time	17	74	7

No response to question - 1%

CONCLUSIONS

The underlying premise of this study was that future change in academic libraries will be a function of the following factors in combination: the change capacity and commitment of the chief administrator, the library's organizational preparedness for change, and the conditions in the external institutional environment, principally whether there is recognition of the need for improved services and the preparedness to support change. Examination of these factors in this survey permits some tentative conclusions about prospects for change in academic libraries, although the investigators have yet to compare the academic situation with that of the other types of libraries covered by their research, to conduct correlational analysis aimed at identifying particular personal and environmental factors influencing change, and to review the evidence of the studies of the other investigators which form other segments of the overall Manpower Research Project. At a later stage they will seek to determine whether important differences in change propensity exist among the different types and sizes of academic institutions.

The general conclusion reached from the findings reported here is that the academic library may be expected to continue its development along traditional lines. While moderate change adaptations will be introduced, there is little prospect for major adaptation in its programs and services in any but the very long run.

This view of change prospects is supported by evidence regarding changes which have taken place in the last few years. While the pace of change varies among institutions and progress is uneven, the directions of change are quite similar. Physical facilities and collections are growing dramatically while user services are not accelerating nor being significantly adapted. With growth there has been progress; some innovations are being introduced. Leader institutions are expanding media services, introducing new work roles with the addition of subject bibliographers and systems analysts, and computerizing their procedural activities. These trends are being followed in more and more institutions.

Still such services and modifications do not appear to reflect a disposition on the part of the academic library to alter, in any fundamental way, the purpose, the mission, or the commitments of the academic library. It is more likely that library services will not so much be redirected as that the efficiency of the present operations will be improved, and that its consequence will be to make possible the encompassing

of larger numbers of books and users within the library's scope. While to some extent this would improve the service to users of the traditional sorts--access to larger collections and increased numbers of accommodations for readers--the direction and focus of change is neither on user services nor upon programs designed to respond in new and other than conventional ways to constituencies. There is also some question, given the evident concern of administrators lest regional cooperation deflect from local collection building, whether cooperative programs will be permitted to make the delivery function of the library more economical and efficient.

This survey demonstrates that while academic library administrators clearly have aspirations for their libraries, they are little disposed to see the academic library at present as failing to meet the needs of its community. Aroused concern about present conditions, so necessary as prelude to drastic modification, is uncommon. There is scant evidence that the administrator is not committed to collection building as the way to enhance service and to a passive view of the library's responsibility to its users in reference and information service. Given such orientation it is not surprising that he is not more aggressively seeking to exploit new developments and is not seriously dissatisfied with the rate of change in his library.

The attitudes and perspectives of academic library administrators are explainable by the administrators' backgrounds. There is nothing in the origins, education, or work background of the academic library administrator or in his professional orientation and behavior to lead to expectations that he will be either a change agent or of an entrepreneurial cast of mind. Indeed it is highly likely that in making the choice to enter academic librarianship and academic library administration, he elected a career which would be less competitive, more secure, and where only more limited kinds of risk-taking behavior would be required. It is not surprising therefore to find that the propensity of the administrator is toward a less than aggressive strategy for change and that he is prepared to accept the gradual and evolutionary form of adaptation which so characterizes the academic library. Another salient factor is the age of this administrative group. One could not reasonably expect those so far advanced in years to be functioning energetically as change agents. Seen thus, the academic library administrators may merely mirror the characteristics of the educational establishment for, as a group, they have spent a good share of their adult lives in this environment and would, in consequence, be expected to reflect its mores.

Furthermore, and perhaps also indicative of the culture of academia, the organizational ingredients considered conducive to the introduction of change are not pervasive in academic libraries. If a high degree of staff participation in decision making were present, if organizational resources were committed to the planning function, if there were provision and full use of educational opportunities to gain the expertise needed for the academic library to shift to more specialized user services and to more sophisticated computer terms, future change and innovation could be anticipated along new lines. The data of this study suggest that this is not the case. The most traditional bureaucratic arrangements apparently exist. Widespread involvement of professional personnel in organizational decision making on questions of goals and overall library strategy is seldom to be found. Nor do many administrators indicate any awareness of the need to bring such conditions about in their libraries. Evidence of an aggressive professional group in most libraries was not discerned. While some staff dissatisfaction is evident in the data, and even though there are isolated instances of professional involvement in broad policy decisions in academic libraries, the evidence of the present study would not support the conclusion that staff organizations can be expected to make any appreciable impact in influencing adaptations of the academic library in any but the possible long run. The attainment of full academic status, a value clearly and widely being sought among the library administrators and librarians in academia, may serve as prelude to such ultimate change.

The external influences upon the academic library are seen as striving for only the most minimal of library services, if the perceptions of the academic library administrators are accurate, as we assume them to be. Faculty criticism is devoid of genuine understanding, either of the nature of the library's problems, or, more gravely, of the library's potential. For students, fundamental change in library service constitutes a very low priority--issues tend to be hours of opening and housekeeping. The nature of budgetary allocations by academic institutions supports the conclusion that the striving for increases in space, in numbers of books, and of longer hours, reflects the expectations of the institution's administration as well. The same has been true of the expenditure of significant sums available under terms of federal support for the libraries of academia in recent years. While formal vehicles for communication with faculties and administration exist, they do not appear to be the forum for advancing the notion of introducing types of advanced services to client groups. The sum of these factors does not aggregate an environment supportive of the introduction of more advanced services.

Yet in spite of all these constraints at the local level, the prospects for change would be enhanced if the ideology of the discipline militated for change. But even measured by the conventional views of the field among the academic library administrators, the principal support elements of library professionalism, library education, and the major national Association are perceived as failing to meet the needs of the profession, to say nothing of provoking a revised sense of service perspectives for practice. Not only is reorientation of library perspectives not being espoused, but the academic library administrator is reinforced in continuing in traditional ways by the mores and the values of librarianship. The consequence is that this impetus for change is not present, for within the norms and expectancies of librarianship there is no evidence to suggest that the academic library administrator is not, as he believes, succeeding at least reasonably well. And one can sympathize with the problems of trying to cope with rising enrollments,increased volume of publication, the erosion of inflation, the demands of a heterogeneous and changing population, limitations on the financial resources institutions are willing to provide for support services.

Still it would not be unfair to argue that the administrator should be more sensitive to a rapidly shifting environment, should be perceptive of unmet informational needs in the academic culture, and more aggressively and energetically exploring new alternatives in a time when change, even of seemingly inflexible institutions, is such a commonplace. It would appear that recent unrest in academia and the pervasive and intensive soul-searching in higher education which is its aftermath, would sufficiently provoke the library administrator to reevaluate and to reassess the basic premises upon which his program is grounded. But this is more pious hope then honest expectation. The evidence of the present study suggests that it would be unrealistic to expect academic library administrators to introduce the dramatic modifications necessary to reshape libraries to provide more advanced forms of service.

If there is to be adaptation, if there is to be fundamental change in the service perspectives of the academic library beyond merely an enlargement of their traditional concerns with physical plant and book collections, it must await the example set by those few academic library administrators who hold a broader view of the library's potential for service and who, out of a sense of renewed purpose and willingness to break out of traditional molds, will provide demonstration and prototype instances of academic library service beyond the traditional mode. The consequence of such effort in pacesetting academic libraries would thus be to spread the contagion of their design beyond their own institutional boundaries in ways

which would encourage others in like situations to perceive the need and thus chart out in their own organizations expanded roles for the library. For there is, at present, no clear and unambiguous mandate for innovation which has yet captured the imagination or provoked the conscience of the administrative class in academic librarianship.

To realistically assess the prospects for change in academic libraries is to expect only the most minimal in the way of basic modification in the foreseeable future. A profession as steeped in its tradition as librarianship is unlikely to change in the foreseeable future so as to be an important intervening force for change. The local internal and external climate is not ready for major change. The way for major modification remains to be paved by librarians pioneering in local situations supportive of new views of the library's mission. It is here rather than to cooperative programs that the investigators would look for the leadership for change in academic librarianship.

976

SAMPLE DESIGN AND SAMPLE RETURNS

The original list of academic libraries was obtained from Education Directory: Part 3, Higher Education, 1966-1967 (Washington, D. C., U. S. Government Printing Office, 1967) and is here referred to as the "universe." The directory lists the institutions of higher education in the U.S. legally authorized to offer at least a two year program of college level studies to students in residence. Only institutions which submitted information and which were in actual operation prior to the fall of 1966 were included in the universe.

In order to increase the efficiency and precision of sampling from this heterogeneous universe and to facilitate comparative statistical analyses, it was decided to select the sample by stratification rather than at random. The sampling method used was a standard one for disproportionate sampling.[1] Table 1 details the strata, sample size and sampling rates.

TABLE 41

COLLEGE AND UNIVERSITY LIBRARIES SAMPLING SCHEME

(200 chosen from 458)

	Stratum	Number	Sample Size	Sampling Rate	Percent of 200
I.	3,000- 5,999	207	49	24%	24.5
II.	6,000- 9,999	132	46	35%	23.0
III.	10,000-19,999	86	72	84%	36.0
IV.	20,000 and plus	33	33	100%	16.5
	Totals	458	200		100.0%

Explanation:

Stratum: Determined by number of students enrolled at the institution.

Number: Number of institutions in a given stratum.

Sample size: Number of institutions chosen from each stratum.

Sample rate: Percent of institutions in a given stratum that are chosen for the sample.

Percent of 200: Percent of total sample of 200 coming from each stratum.

[1]The sampling method is described in G.W. Snedecor and W.C. Cochran, Statistical Methods (6th ed; Ames: Iowa State University Press, 1967), pp. 524-525 .

Stratification was based upon the size of the population served by each library. Analyses were undertaken of other potentially significant stratification variables, including type of institution and control of funding. These analyses revealed no significant differences between stratification based upon the size of the population served and stratification based upon the other variables. It was therefore decided that additional stratification would not materially improve the efficiency of the sample. This conclusion appears to be supported by the data presented in Tables 2, 3 and 4 which compare the universe with the final sample on source of funding, category of institution and geographical location.

TABLE 42

COMPARISON OF ORIGINAL UNIVERSE AND FINAL SAMPLE BY CONTROL OF INSTITUTION

Control of Institution	Universe	Final Sample
Public	74%	79%
Private	26%	21%

TABLE 43

COMPARISON OF ORIGINAL UNIVERSE AND FINAL SAMPLE BY CATEGORY OF INSTITUTION

Category of Institution	Universe	Final Sample
University	37%	40%
Liberal Arts	22%	22%
Junior College	20%	17%
Professional School	18%	18%
Unassessed	3%	1%

TABLE 44

COMPARISON OF ORIGINAL UNIVERSE AND FINAL SAMPLE BY CENSUS REGION

Census Region	Universe	Final Sample
New England	8	5
Middle Atlantic	17	11
South Atlantic	12	12
East North Central	16	16
East South Central	4	4
West North Central	9	11
West South Central	10	10
Mountain	5	4
Pacific	19	23

One hundred and sixty-one of the 198 institutions selected from the universe responded. These 161 respondents made up the final sample. The question of bias introduced by non-response was considered both during the initial pretest phase of the survey and at the conclusion of the data gathering. During the pretest phase several analyses were conducted which indicated that follow-up telephone calls eliminated all significant differences between respondents and non-respondents. Tables 5 and 6 compare the age and sex of respondents in the selected sample (those libraries selected from the universe), and the final sample (those who responded to the questionnaire).

TABLE 45

COMPARISON OF SELECTED SAMPLE AND FINAL SAMPLE ON SEX OF RESPONDENTS

Sex	Selected Sample	Final Sample
Male	92%	92%
Female	8%	7%

UA 79

TABLE 46

COMPARISON OF SELECTED SAMPLE AND FINAL SAMPLE ON AGE OF RESPONDENTS

Age	Selected Sample	Final Sample
Under 35	1%	2%
35 - 50	42%	42%
Over 50	47%	43%
No Response	10%	14%

OCT 80

SUPPLEMENTAL TABLES

Background and Career of Academic Library Administrators

47

MARITAL STATUS

	Percent
Single	14
Married	76
Widowed	5
Divorced or Separated	5

48

OCCUPATION OF WIFE*

	Percent
Housewife	45
Professional, technical	25
Librarian	17
Clerical	7
Sales workers	4
No response	2

*Source: U.S. Bureau of the Census. 1960 Census of Population. Alphabetical Index of Occupations & Industries (Revised Edition).

49

WIFE WORKING AT PRESENT TIME

	Percent
Yes	33
No	67

50

PLACE OF BIRTH

	Percent
U. S. Census Region*	
New England	9
Middle Atlantic	14
East North Central	15
West North Central	17
South Atlantic	17
East South Central	6
West South Central	5
Mountain	3
Pacific	6
Canada	1
Outside U. S. and Canada	5
No response	2

*Source for census categories: U. S. Bureau of the Census. 1960 Census of Population. Vol 1. Characteristics of the Population. Part A. Number of Inhabitants.

51

PLACE MOST HIGH SCHOOL YEARS SPENT

	Percent
U. S. Census Region	
New England	8
Middle Atlantic	18
East North Central	17
West North Central	14
South Atlantic	15
East South Central	7
West South Central	6
Mountain	3
Pacific	10
Canada	1
Outside U. S. and Canada	1
No response	2

52

FATHER'S OCCUPATION: PROFESSIONAL, TECHNICAL AND KINDRED WORKERS ONLY

	Percent*
Accountants	24
Scientists, Doctors, Engineers	23
Clergymen	22
Pharmacists	12
Teachers (elementary & secondary)	6
College and university professors	2
Lawyers	2
Librarians	2
Others	11

*Base = the number in the category "professional, technical and kindred workers"

53

FATHER'S OCCUPATION: MANAGERS, OFFICIALS AND PROPRIETORS (EXCEPT FARM) ONLY

	Percent*
Small business owners, merchants	46
Corporation executives, managers	36
Contractors (building, heating, etc.)	8
Government officials	5
Service organization executives	5

*Base = the number in the category "managers, officials and proprietors"

54

FATHER'S EDUCATION

	Percent
Eighth grade or less	41
High School	30
College	27
No Response	2

55

MOTHER'S EDUCATION

	Percent
Eighth grade or less	30
High School	40
College	28
No Response	2

56

UNDERGRADUATE SUBJECT MAJOR

	Percent
Humanities (including history)	60
Social Sciences	18
Sciences	7
Applied fields; e.g., business, education, home economics	8
Library Science	7

57

CONTROL OF INSTITUTION FROM WHICH FIRST COLLEGE DEGREE WAS RECEIVED*

	Percent
Public	55
Private	45

*Source: Cass, James & Birnbaum, Max. Comparative Guide to American Colleges. Harper & Row. New York, 1968-69.

58

TYPE OF INSTITUTION FROM WHICH FIRST COLLEGE DEGREE WAS RECEIVED*

	Percent
University	71
Liberal Arts College	24
Independent Professional School	5

*Source: Cass, James & Birnbaum Max. Comparative Guide to American Colleges. Harper & Row. New York, 1968-69.

59

PROXIMITY OF FIRST COLLEGE DEGREE INSTITUTION TO PLACE OF HIGH SCHOOL YEARS

	Percent
Same Census Region	79
Different Census Region	21

60

YEAR FIRST COLLEGE DEGREE WAS RECEIVED

	Percent
1924 or earlier	3
1925-1929	9
1930-1934	15
1935-1939	15
1940-1944	10
1945-1949	21
1950-1954	18
1955-1959	7
1960 or later	2
No response	1

61

YEAR FORMAL LIBRARY EDUCATION COMPLETED

	Percent
1929 or earlier	1
1930-1934	4
1935-1939	10
1940-1944	9
1945-1949	16
1950-1954	17
1955-1959	15
1960-1964	15
1965 or later	7
No response	7

62

RESPONSE TO: "WHAT TYPE OF LIBRARIAN DID YOU EXPECT TO BE ORIGINALLY?"

		Percent
Specified by Type of Library	75	
Academic		46
School		14
Public		8
Special		5
Other		1
Specified by Type of Work	28	
Administrative		14
Reference		9
Technical Services		2
Clientele Services		0
Other		3
Did not know		4
No response		4

63

RESPONSE TO: "AT WHAT POINT DID YOU DECIDE TO GO INTO ADMINISTRATION?"

	Percent
I never consciously decided. It just happened.	40
From the beginning.	33
After some time as a librarian	17
Other	8
No response	2

64

RESPONSE TO: "IF YOU COULD DO THINGS OVER, DO YOU THINK YOU WOULD CHOOSE LIBRARIANSHIP AGAIN?"

	Percent
Yes	79
No	15
Did not know or did not respond	6

65

RESPONSE TO: "IF YOU WERE ASKED IN SOME FORMAL PLACE, SUCH AS IN A PASSPORT APPLICATION, TO NAME YOUR OCCUPATION, WHAT WOULD YOU GIVE?"

	Percent
Librarian	86
Library Director, Library Administrator	9
Professor	0
Other	4
No response	1

66

RESPONSE TO: "IDEALLY, WHAT WOULD YOU LIKE TO BE DOING FIVE YEARS FROM NOW?"

	Percent	Persons
In the same Position	48	
Same		33
Same, wtih better library support, facilities		12
Same, with better personal benefits		3
In Another Position	30	
In allied library field, such as teaching library science, consulting		14
Other library position		15
In non-library field		1
Retired	18	
Don't know	2	
No response	2	

PROFESSIONAL AND ADMINISTRATION ISSUES

RESPONSE TO: "THIS PART CONSISTS OF STATEMENTS WHICH HAVE BEEN MADE IN THE LIBRARY LITERATURE AND ELSEWHERE. PLEASE GIVE US YOUR GENERAL REACTION TO THEM BY INDICATING WHETHER YOU TEND TO AGREE OR DISAGREE."

	Percent				
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. Despite other factors, advancement in most libraries still depends largely on ability.	37	50	10	3	0
2. There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training.	4	19	7	43	25
3. The computer offers some but no major advantages for the academic library.	6	22	17	34	20
4. Getting ahead in this profession depends on knowing the right people.	3	15	26	42	9
5. We must look increasingly to federal support to make major improvements in libraries.	16	37	23	19	3
6. Librarians in general are far too timid and passive.	16	43	11	27	2
7. Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession.	2	18	32	39	7
8. If academic libraries don't "get with it", other agencies will come along to do their job.	14	40	12	29	2
9. Librarians need above all to know books.	16	39	14	23	3

	Percent				
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
10. The leadership in this profession is by and large conservative and largely concerned with protecting the status quo.	6	25	22	40	4
11. Who cares what numbers go on the books, let's just get them on the shelves.	2	14	7	54	21
12. Little can be done to effect major change in libraries until those who control the funds are educated as to the value of the library.	21	41	8	26	4
13. Those coming into the profession ought to be prepared to learn before they suggest changes	19	45	7	25	3
14. Centralization is the best way to organize collections and services in the academic situation.	13	35	24	21	1
15. Libraries have simply failed to respond to changing times and changing needs.	3	17	11	61	4
16. We will be remembered not for the service we gave but for the collections we leave behind us.	4	30	19	36	6
17. While it is true libraries need to change, change is well underway and will come about naturally.	2	42	16	34	1
18. Major improvements in local library service can be expected from increased inter-library cooperation.	12	51	19	18	0
19. Users need to be helped to help themselves.	26	66	4	3	0

67 (cont.)

	Percent				
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
20. There is probably not much the average library administrator can do to effect change much one way or another.	3	2	2	63	29
21. Librarians have accepted low salaries far too long.	16	44	20	16	0
22. The science interests frequently place undue demands on the academic library.	4	22	20	47	4
23. A technician level is needed in libraries to relieve the time of the professional.	28	56	10	2	2

INSTITUTIONAL DATA

68

LOCATION OF INSTITUTION

	Percent
New England	6
Middle Atlantic	11
East North Central	16
West North Central	11
South Atlantic	12
East South Central	5
West South Central	11
Mountain	4
Pacific	23

69

PROXIMITY OF INSTITUTION TO PLACE RESPONDENT SPENT HIGH SCHOOL YEARS

	Percent
Same Census Region	46
Different Census Region	52
Could not be determined	2

70

NUMBER OF FACULTY, FALL 1967

	Percent
Under 300	43
300-599	22
600-899	10
900-1,199	3
1,200-1,499	5
1,500-1,799	3
1,800-2,099	0
2,100-2,399	1
2,400-and over	2
No response	11

71

NUMBER OF VOLUMES IN THE LIBRARY COLLECTION

	Percent
Under 50	16
50-99	13
100-499	44
500-999	13
1,000-1,499	6
1,500-1,999	1
2,000-2,999	2
3,000 and over	1
No response	4

72

TOTAL ACQUISITIONS BUDGET, 1967-68

In $1,000's	Percent
Under 50	18
50-99	16
100-199	22
200-299	10
300-399	7
400-499	3
500-699	5
700-899	6
900 and over	4
No response	10

73

RESPONSE TO: "HAS THERE BEEN ANY RECENT DISSATISFACTION ON THE PART OF THE STAFF WITH REGARD TO THEIR STATUS?"

	Percent
Yes	37
No	58
No response	5

74

RESPONSE TO: "IF YES, PLEASE EXPLAIN (ANY RECENT DISSATISFACTION ON THE PART OF THE STAFF WITH REGARD TO THEIR STATUS)."

	Percent*
Want full faculty benefits, status, etc. including agitation for specific benefits (e.g., TIAA)	39
Want to retain full faculty status.	12
Better definition of status	5
Other (e.g., dissatisfaction with working conditions, better representation on governing bodies)	44

*Base= those who responded to this question

75

RESPONSE TO: "TO WHOM DO YOU REPORT?"

	Percent
President (or chief executive officer, e.g., chancellor)	11
Vice President (or other central administration e.g., Provost, Vice President for Academic Affairs)	49
Dean (of Faculty, Academic Affairs, etc.)	33
Other	2
No response	5

76

RESPONSE TO: "PLEASE GIVE THE LIBRARY OPERATIONS IF ANY, YOU HAVE AUTOMATED." AND TO: "WHAT PLANS DO YOU HAVE FOR AUTOMATION IN THE FUTURE?"

	Percent Yes	
	Present	Future
Total Percent of Libraries	43	72
Type of Automation		
Serials	22	20
Ordering	10	27
Circulation	19	34
Accounting, business (including payroll)	2	7
Cataloging	1	11
Other (e.g., production of book catalogs and other listings and indexes)	6	29
None or no response	57	15

77

RESPONDENTS' REPORT OF REGIONAL OR NATIONAL COOPERATIVE PROGRAMS IN WHICH THEIR LIBRARIES ARE MEMBERS

	Percent Naming Program*
Statewide	48
Local	47
Interstate	26
National	18
Could not be determined	5

*Base = those who responded to this question

Library Manpower Study
Confidential Report

ADMINISTRATORS QUESTIONNAIRE

(College and University Section)

This questionnaire is designed to achieve two central objectives: to learn something about library administrators and to gain information about their libraries and the changes taking place in them.

It is divided into four main sections: I. The Background, Careers and Professional Activity of Administrators. II. Administrative and Professional Issues. III. Library Change Report. IV. Institutional Data.

Please be frank. We want to know how administrators in this field feel about the many issues which surround library developments. If the space provided is not adequate, use the back of pages. Please do not feel, however, that you need to have an opinion or answer in every case. For some questions, for example, you may wish to write, "Haven't thought about it," "No idea," "No opinion," or "Not sure."

Thank you in advance for cooperating with this study.

I. Background and Career

This section asks about your background, education and work experience. Answers to these questions will permit us to compare library administrators by type of library and with other administrative groups such as business and federal executives.

1. Sex:
   1. _____male
   2. _____female

2. Present age: _____

3. Marital status:
   1. _____single
   2. _____married
   3. _____widowed
   4. _____divorced or separated

4. Number of children: _____

5. Occupation of your wife (husband): _____

6. Is she (he) working at the present time:
   1. _____yes
   2. _____no

7. Your place of birth (give state if U.S., name of country if other than U.S.):
   _____

8. Place you spent most of your high school years: _____

9. Father's occupation: _____

10. Father's education:
    1. _____eighth grade or less
    2. _____high school
    3. _____college

11. Mother's education:
    1. _____eighth grade or less
    2. _____high school
    3. _____college

12. Your undergraduate subject major: _____

13. Name of institution from which first college degree was received:
    _____

14. Year degree was received: _____

15. Do you have formal education in library science?
    1. _____yes
    2. _____no

16. If yes, please give the nature of your library education:
    1. _____undergraduate minor in library science
    2. _____fifth year bachelor's in library science
    3. _____master's degree in library science
    4. _____Ph.D. in library science
    5. _____other (please give): _____

17. Please give the name of the school or schools where your library science education was received:

    _____

18. Year you completed your formal library education: _____

19. Do you have formal education beyond the bachelor's in another field?
    1. _____yes
    2. _____no

20. If yes, please give the nature of your advanced work:
    1. _____additional hours in (give field of study): _____
    2. _____master's degree in (give field of study): _____
    3. _____Ph.D. in (give field of study): _____
    4. _____other: _____

21. Since graduation from college, please summarize the non-library work experience you have had (include military experience):

Type of Work (such as high school teaching)	Number of Years

22. Please give each full-time library position held. Arrange in chronological order:

Name of Position	Institution	Number of Years

(Use other side of page if necessary.)

23. When did you definitely decide to become a librarian? What were you doing at the time:
    1. _____while working as an undergraduate in the college library
    2. _____after graduation from college, while working in a library
    3. _____while engaged in another career
    4. _____other (please give): _____

24. As you recall, what factors entered into your choice:
    1. _____A member of my family was a librarian.
    2. _____I was influenced by a librarian I knew.
    3. _____I always liked books.
    4. _____As a result of vocational counseling.
    5. _____Other factors (please give): _____

25. What type of librarian did you expect to be originally? _____

    _____

26. Did your interests change in any way during library education?
    1. _____yes
    2. _____no

27. If yes, please explain in what way: _____

    _____

28. At what point did you decide to go into administration?
    1. _____from the beginning
    2. _____during library school
    3. _____after some time as a librarian
    4. _____I never consciously decided. It just happened.
    5. _____other (please give): _____

    _____

29. Has any one person or circumstance more than others influenced the direction of your career? (Please explain.)

    _____

    _____

30. Have you ever <u>seriously</u> considered getting out of library administration altogether?
    1. _____yes
    2. _____no

31. If yes, what for?
    1. _____going back to being a librarian
    2. _____going into library school teaching
    3. _____starting a new career in: _____
    4. _____other alternatives which have been considered:

    _____

32. If you could do things over, do you think you would choose librarianship again?
    1. _____yes
    2. _____no

33. If no, please tell what field you would choose instead and briefly, why:

_____

_____

34. If you were asked in some formal place, such as in a passport application, to name your occupation, what would you give?

_____

35. How long have you held your present position? _____

36. Which of the following best describes how you feel about making a job change in the near future?
    1. _____I have only recently taken this position and therefore do not anticipate a move in the near future.
    2. _____I am pretty well settled where I am. I do not anticipate a change.
    3. _____I am actively interested in making a job change.
    4. _____While I am not actively seeking a change, I am interested in openings which occur and would certainly be prepared to change jobs if the right opportunity came along.

37. In contemplating making a job move, what factors would enter into your decision? (If you do <u>not</u> intend to move, what factors enter into your staying where you are?)

_____

_____

_____

38. <u>Ideally</u>, what would you like to be doing five years from now?

_____

_____

39. What do you see as the most important things you should do in your present role?

_____

_____

_____

40. What have you found to be the main satisfactions and rewards of your present role?

_____

_____

_____

41. What have you found to be the main dissatisfactions and frustrations?

_____

_____

_____

42. Please tell us about the professional organizations to which you belong (library and non-library) and about the nature of your participation.

Name of Organization	No. of Years A Member	Nature of Your Participation (Please Check)		
		Attend Meetings	Committee Member Presently	Officer in the last 5 years

43. Other activities of a professional nature outside your own organization in the last three years: (Please check)
1. _____active in regional planning efforts
2. _____contributed to the literature
3. _____conducted surveys or studies of other libraries
4. _____other professional activities (please describe): _____

_____

44. How would you rate the following as sources of professional ideas and stimulation for you? (Please number in order of importance. No. 1, most important, etc.)
1. _____librarians on your staff
2. _____other librarians
3. _____library meetings
4. _____special institutes and conferences
5. _____people outside the library field (please indicate the type of people):

_____
6. _____professional library journals and other literature
7. _____literature outside librarianship (identify field): _____

45. Are there people you consider to be the following? (You need not know the persons you name.)

1. Most influential in advancing librarianship:

Person (please explain who they are)	Reason for your choice
_____	_____
_____	_____
_____	_____

2. Contributing important new ideas to the field:

Person (please explain who they are)	Reason for your choice
_____	_____
_____	_____
_____	_____

3. The most effective administrators in librarianship (not necessarily the most successful):

Person (please explain who they are)	Reason for your choice
_____	_____
_____	_____
_____	_____

II. Professional and Administrative Issues

This section is designed to find out how library administrators feel about a number of issues. The first part consists of statements which have been made in the library literature and elsewhere. Please give us your general reaction to them by indicating whether you tend to agree or disagree.

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. Despite other factors, advancement in most libraries still depends largely on ability.					
2. There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training.					
3. The computer offers some but no major advantages for the academic library.					
4. Getting ahead in this profession depends on knowing the right people.					
5. We must look increasingly to federal support to make major improvements in libraries.					
6. Librarians in general are far too timid and passive.					
7. Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession.					
8. If academic libraries don't "get with it", other agencies will come along to do their job.					
9. Librarians need above all to know books.					
10. The leadership in this profession is by and large conservative and largely concerned with protecting the status quo.					
11. Who cares what numbers go on the books; let's just get them on the shelves.					
12. Little can be done to effect major change in libraries until those who control the funds are educated as to the value of the library.					

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
13. Those coming into the profession ought to be prepared to learn before they suggest changes.					
14. Centralization is the best way to organize collections and services in the academic situation.					
15. Libraries have simply failed to respond to changing times and changing needs.					
16. We will be remembered not for the service we gave but for the collections we leave behind us.					
17. While it is true libraries need to change, change is well underway and will come about naturally.					
18. Major improvements in local library service can be expected from increased inter-library cooperation.					
19. Users need to be helped to help themselves.					
20. There is probably not much the average library administrator can do to effect change much one-way or another.					
21. Librarians have accepted low salaries far too long.					
22. The science interests frequently place undue demands on the academic library.					
23. A technician level is needed in libraries to relieve the time of the professional.					

The questions which follow are designed to obtain in more detail your views on issues related to the future of libraries.

24. There are many who believe that the information revolution (the introduction of computerized storage and retrieval of information) is going to have a radical impact on academic libraries. What do you foresee will come about?

25. Library education has come in for criticism regarding whether it is meeting the real needs and problems of the field. What is your assessment?

26. In recent months there has been open criticism of the American Library Association in its leadership role. Please give us any comments you care to make on this issue.

27. Unionization appears to be a growing trend in libraries. Please give us your view regarding the desirability of unionization of academic libraries.

28. Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?

29. Charges have been made that by and large the academic library is failing to meet the needs of the academic community. Please give us your estimate.

30. Many people feel the future direction of library and information service lies in the development of regional and national library and information networks. How much to you feel such developments should influence the individual academic library program in the next 5-10 years?

31. In attempting to effect change in most academic library situations, which of the following are called for? (Put a V beside any statements you feel are very advisable; put an N beside those you feel are not appropriate.)

1. _____recognition that lasting change is not made overnight
2. _____adopt a forceful, aggressive approach to effecting change
3. _____seize on opportunities as they arise; "strike while the iron is hot"
4. _____willingness to see the library's needs for support in relation to other needs of the school
5. _____readiness to leave if requests are not met in a reasonable time
6. _____finesse in getting changes accepted by administrations
7. _____willingness to take temporary defeat without giving up ultimate objectives
8. _____maintaining sound relationships with influential campus groups by keeping them satisfied
9. _____conducting a careful and methodical program of introducing new developments using caution and restraint
10. _____choosing dramatic innovations as the way to enhance the climate for change acceptance

III. Library Change Report

We are interested in learning of the major changes occurring in libraries. Please tell us what changes have or are taking place in your library over the last three years (1965 to date). Space has been provided for you to describe the nature of the change. Please be as specific as possible--from what to what.

1. _____An extraordinary increase in the money available for materials.

2. _____A major change in your selection policies or practices.

3. _____The addition of special collections of note.

4. _____Other changes affecting your library collection and materials. (Such as substantial increase in special types of materials.)

5. _____Use of data processing equipment.

6. _____Major change in procedures for processing materials. (Ordering, cataloging.)

7. _____Major change in circulation procedures (circulation control, inventory, stack maintenance, lending regulations).

8. _____Reclassification of your collection.

9. _____A new library building or new quarters for the library (or considerable remodeling of existing quarters).

10. _____New or greatly expanded user facilities (longer hours, more study space, improved photocopy, etc.).

11. _____New or greatly expanded service to users (reference-information, readers' advisory service, library instruction).

12. _____The introduction or expansion of other specialized user services (please name).

13. _____Major improvements in inter-library loan.

14. _____Reorganization of departments or change in your overall administrative structure.

15. _____Centralization of collections into the main library from departments.

16. _____Establishment of new service outlets outside the main library.

17. _____Addition of new types of personnel (such as subject bibliographers).

18. _____Substantial increase in staff.

19. _____Substantial salary increases.

20. _____Other upgrading of positions.

21. _____Other changes (please give).

---

22. Identify what you see as the single most important of these recent changes and explain why you feel it is most important:

23. Check any of the following which describe the attitudes of your staff toward making changes in the library:
    1. _____We have a number of staff members who are highly motivated to make change.
    2. _____Most of our staff would go along with changes if they were not too radical.
    3. _____We have a number of senior staff members who are opposed to change.
    4. _____We lack the expertise at present to make many needed changes.
    5. _____Other (please give): _____

    _____

24. How satisfied are you personally with the rate of change in your library?
    1. _____very satisfied
    2. _____reasonably satisfied
    3. _____not satisfied

25. What changes would you like to see happen in your library situation in the short run?

26. In the long run, what changes would you like to see happen?

27. What are the prospects of realizing your aims? What stands in the way? Please explain your situation.

IV. Institutional Data

A. Background

This section asks for information about your academic community, library collections and services and about such other aspects as library staff and library/ academic community relationships.

1. Name of institution: _____

2. Is your institution:
   1. _____public
   2. _____private

3. Type of institution:
   1. _____university
   2. _____junior college (including technical institutes)
   3. _____liberal arts college
   4. _____independently organized professional school (give type):

   _____

4. Enrollments, fall 1967 (give number):
   1. undergraduate: _____
   2. graduate: _____

5. Number of faculty, fall 1967: _____

6. Total institutional income, 1967-68: $ _____

7. Library income:

	1964-65	1967-68
1. from your university:	_____	_____
2. from federal sources:	_____	_____
3. from private sources:	_____	_____
4. from other sources:	_____	_____
5. total income:	_____	_____

7. Percent of institutional income spent on the library in 1967-68: _____percent

9. Number of volumes in the library collection: _____volumes

10. Total acquisitions budget for 1967-68: $_____

11. Does your library have an allocated book budget (specific amounts assigned to departments to spend)?
    1. _____yes
    2. _____no

12. If yes, what proportion of the total budget does the library control?
    _____percent

13. Your estimate of the number of uncataloged items you have awaiting full cataloging: (give in thousands) _____items

14. Do you have any arrangements for release of material before cataloging?
    1. _____Materials may be charged out from the processing departments.
    2. _____Books are numbered, shelf listed and released to circulation.
    3. _____Other arrangements: _____

_____

B. Special Services

15. What is your policy or practice with regard to doing reference and bibliographic work for students and faculty?
    1. _____Ready reference service is given to both students and faculty.
    2. _____Students are given assistance in getting started on library research.
    3. _____We do some literature searching for faculty, but we do not especially encourage it.
    4. _____other: _____

_____

16. Does your library offer audio-visual service?
    1. _____yes
    2. _____no

17. If yes, please describe what services you offer: _____

_____

_____

18. Does your library have an announcing service (such as an acquisitions bulletin)?
    1. _____yes
    2. _____no

19. If yes, please describe: _____

_____

20. Do you have a regular student orientation or other educational program?
    1. _____yes
    2. _____no

21. If yes, please describe what is consists of: _____

_____

22. Other specialized user services you offer: _____

_____

_____

23. Does your library have any of the following special user service units?
    1. _____libraries located in departments (please name):

    _____

    _____

    2. _____subject divisions in the main library
    3. _____a separate undergraduate library
    4. _____other service units or arrangements (such as subject bibliographers; government documents departments serving the public directly):

    _____

    _____

C. Staff Section

24. Distribution of staff by type:
    1. Average no. of hours of student assistants employed weekly: _____
    2. No. of clerical staff: _____
    3. No. of sub-professional staff: _____
    4. No. of librarians: _____
    5. No. of other types of professionals (such as business personnel): _____
       Please list them by position:

    _____

    _____

25. If you have technicians or sub-professionals on your staff, please give the capacities in which they work: _____

    _____

    _____

26. Do any of the librarians on your staff have a master's degree in a subject field?
    1. _____yes
    2. _____no

27. If yes, give number:
    1. In the humanities (including history): _____
    2. In the social sciences: _____
    3. In science and engineering fields: _____

28. Please give the number of years the professional staff have been with the library:
    1. Less than five years: _____people
    2. Five to ten years: _____people
    3. More than ten years: _____people

29. What is the sex distribution of your professional staff?
    1. No. of men: _____
    2. No. of women: _____

30. Do the librarians on your staff have:
    1. _____academic status but not rank
    2. _____full academic status and rank
    3. _____equivalent rating
    4. _____civil service rating
    5. _____other (please explain): _____

31. Please explain the nature of their appointments:

32. Has there been any recent dissatisfaction on the part of the staff with regard to their status?
    1. _____yes
    2. _____no

33. If yes, please explain: _____

    _____

34. Does your library have a staff association?
    1. _____yes
    2. _____no

35. If yes, what do its activities consist of?

36. Does any member of your staff belong to a union?
    1. _____yes
    2. _____no

37. Is your library unionized?
    1. _____yes
    2. _____no

38. If yes, what do its activities consist of?

39. Do you anticipate unionization anytime in the near future?
    1. _____yes
    2. _____no

40. Please explain your situation in this regard:

41. Please list the special institutes, conferences and other continuing education programs attended by members of your staff in the last twelve months (exclusive of professional meetings): (Use other side of page if necessary.)

Conference or Institute	Number Attending
_____	_____
_____	_____
_____	_____
_____	_____

42. Are you or any of your staff currently engaged in any of the following: (Give number of people in each case):
    1. Working toward a master's degree in library science: _____
    2. Working toward a doctor's degree in library science: _____
    3. Working toward an advanced degree in another field: _____
    4. Taking individual courses: _____

43. Are there arrangements for sabbaticals for library staff members?
    1. _____yes
    2. _____no

44. How many staff members have taken advantage of such opportunity in the last three years? _____

D. Community Relations

45. Please list the academic and administrative committees and groups of which you currently are a member:

_____ _____ _____

_____ _____ _____

_____ _____ _____

46. Please list the academic and administrative committees and other groups to which members of your staff belong:

_____ _____ _____

_____ _____ _____

_____ _____ _____

47. To whom do you report (position of school official): _____

48. About how many times have you talked with this official in the last twelve months? _____times

49. Please tell us about these occasions; what did they have to do with?

50. How many times in the last twelve months have you talked with the president (if not the official to whom you report)? _____times

51. Please tell what these occasions have had to do with?

52. Is there a faculty library committee?
    1. _____yes
    2. _____no

53. If yes, how is it selected?
    1. _____by the administration
    2. _____by faculty vote
    3. _____by a faculty group
    4. _____other ways (please give): _____

54. Does the library committee have student members?
    1. _____yes
    2. _____no

55. What was the nature of the faculty library committee's activity last year?

56. Is there a student library committee?
    1. _____yes
    2. _____no

57. If yes, how many times did it meet in the last academic year? _____times

58. What was the nature of its activity last year?

59. Has the library figured in any way in student popular expression or demonstration in the last year?
    1. _____articles in student paper
    2. _____representation visit
    3. _____petitions
    4. _____demonstration or other activism
    5. _____other (please give): _____

E. Other Information

Automation:

60. Please give the library operations, if any, you have automated:
    1. _____serials
    2. _____ordering
    3. _____circulation
    4. _____other (please give): _____

61. What plans do you have for automation in the future? (Please give.)

    _____

    _____

    _____

62. Have you made use of computerization to do any of the following yet?
    1. _____prepare a book catalog
    2. _____prepare special bibliographies or other listings
    3. _____analyze your collection
    4. _____analyze use
    5. _____other analyses you have done: _____

    _____

Inter-Library Cooperation:

63. Is your library a member or participant in any regional or national cooperative library programs (include such programs as MARC)?
    1. _____yes
    2. _____no

64. If yes, please name these programs: _____

    _____

    _____

65. What advantages presently accrue to your library by virtue of this participation?
    1. _____adds to materials acquired by the library
    2. _____increased speed of inter-library loan
    3. _____access to materials elsewhere not before readily available
    4. _____arrangements made for your faculty and students to use other libraries
    5. _____speed of access to cataloging information
    6. _____storage space for little used materials
    7. _____other advantages (please give): _____

66. What advantages do you hope to gain in the future from such participation?

_____

_____

_____

67. Does your library presently employ outside commercial firms to do any of the following:
    1. _____handle book selection
    2. _____catalog card copying
    3. _____processing of books
    4. _____other services: _____

_____

68. Do you have plans to make use of commercial firms in the future?
    1. _____yes
    2. _____no

69. If yes, please give: _____

_____

_____

Evaluation

70. Does your library regularly (continuously or at regular intervals) ascertain and analyze any of the following?

	Yes	No
1. The characteristics of the academic community:	_____	_____
2. Proportion of the academic community using the library's services:	_____	_____
3. Characteristics of its users compared with the total population:	_____	_____
4. What students and faculty want from the library:	_____	_____
5. Satisfaction of users:	_____	_____
6. Volume of use made of various services:	_____	_____
7. Work output of departments:	_____	_____
8. Collection weaknesses:	_____	_____
9. Proportion of filled to unfilled requests:	_____	_____
10. Volumes added to the collection:	_____	_____
11. Other evaluation:	_____	_____

Please give: _____

_____

71. Have you had any special analyses done by your staff or outsiders on these or other aspects of your program in the last three years:
    1. _____yes
    2. _____no

72. If yes, please tell about them: _____

_____

_____

_____

Planning:

73. Has your library made any special provision for planning or for the initiation and implementation of change? Please explain any special organization or strategies you have for handling change.

74. How would you characterize your part in planning and bringing about change?
    1. Do you initiate most of the ideas?
       _____yes
       _____no

    2. Do you have a major involvement in carrying out changes?
       _____yes
       _____no

75. Please explain your role:

Conflict:

76. Most staffs have some conflicts and differences. What do the major conflicts on your staff have to do with?
    1. _____personal differences among staff members
    2. _____conflict between departments
    3. _____conflict over the need for change or types of change
    4. _____conflict over the management of the library

77. Please explain the major differences among your staff (who differs with whom about what).

Internal Administration:

78. Which one of the following statements best characterizes your situation?
    1. _____The professional staff make the major decisions in this library.
    2. _____The professional staff make the final decisions on some matters, while I do on others.
    3. _____While I rely on members of the staff for advice, the final decisions rest with me.
    4. _____The heads of departments make decisions in their own area. Any major change would be referred to me.
    5. _____I make all the major decisions in this library.

79. Is this the way you prefer it to be?
    1. _____yes
    2. _____no

80. Please comment on what you feel should be the nature and the extent of staff participation in decision-making:

External Pressure:

81. Following are listed kinds of demands which academic librarians tell us are made on their library by various faculty elements, students or student interests or the administration. Please indicate whether these or other pressures are being put on your library nowadays:

Pressure for	Extent of Pressure: A great deal	Some	Little or none	By (group(s) or element(s))
1. Longer library hours:				
2. Increase in speed of processing materials:				
3. Improved inter-library loan:				
4. Establishment of departmental libraries:				
5. Greater share of book funds:				
6. Greater say in the management of the library:				
7. Specialized services such as literature searches:				
8. More help to be given to students:				
9. Better stack maintenance:				
10. More extensive copying services:				
11. Use of library facilities for group activities:				
12. Other demands (please give): _____				
_____				
_____				
_____				

82. In view of your situation, do you find these demands?
    1. _____reasonable
    2. _____unreasonable

83. Please give us your assessment: